



Emotional Health
and Wellbeing in Schools

The Healthy Minds Chartermark

SILVER

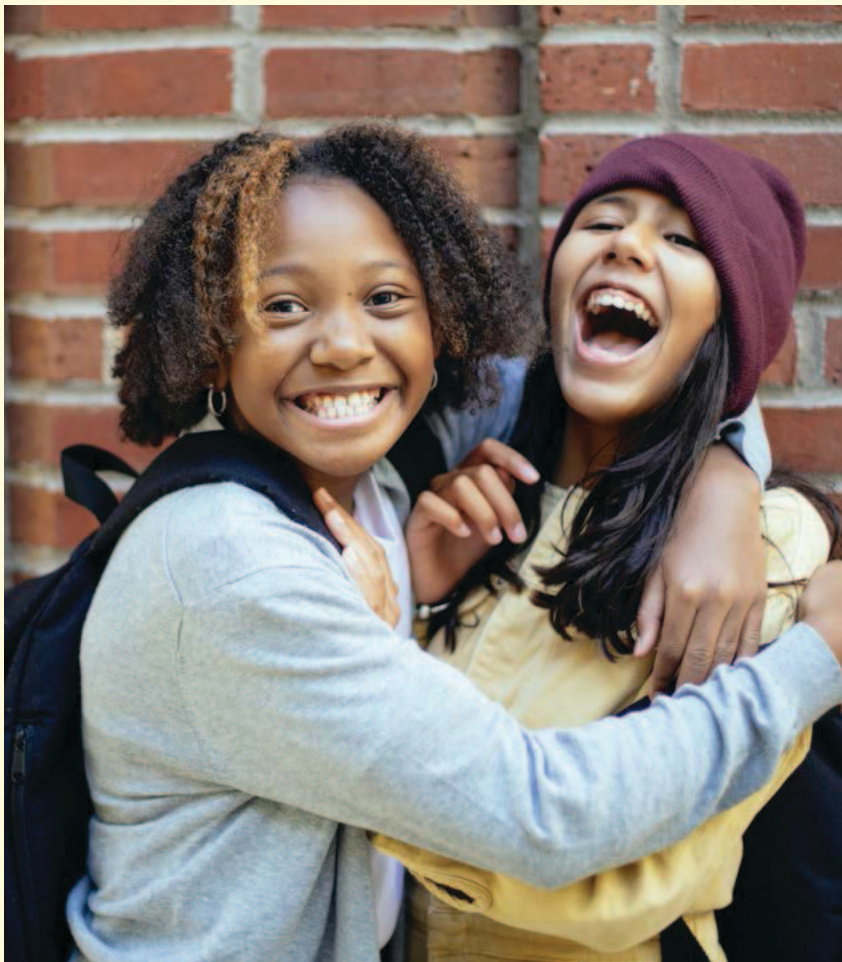


Contents

Introduction	3
Benefits of undertaking the Chartermark	7
The Chartermark process	11
The Chartermark Action Plan Template	45
Moderation and Criteria	58
Further Information for Support	61
Helpful websites	71

Rationale

The focus of the Bradford Healthy Minds Chartermark is to provide an opportunity for schools and settings to showcase the development of their whole school approach to emotional health and wellbeing. The outcome will ensure a school ethos of attunement, relationships and connection alongside limits, safety, structure and high expectations. The Chartermark is based on eight key principles for mental health and wellbeing as recognised by Public Health England (see graphic below) and follows the same structure as the Whole School Emotional Wellbeing Audit tool for Schools which is distributed through the Mental Health Champions Strategy in Bradford.



Rationale



Rationale

Research has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term (Behaviour in Scottish Schools Research (BISSR), 2017). This is an effective alternative to traditional behaviour management approaches, which are shown to be limited in their effectiveness when used in isolation (Education Endowment Fund (EEF), 2019). Please see the Bradford Relational & SEMH School Policy Prompt Sheet 2021.

If the eight principles are consistently and comprehensively applied across the whole school or college setting, they can positively impact on:

- The cognitive development of children, their learning, motivation, and sense of commitment and connectedness with learning and with school/college¹
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance²
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning³
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school/college and throughout life⁴
- The prevention and reduction of mental ill health such as depression, anxiety and stress⁵
- Improving school behaviour, including reductions in low-level disruption, incidents, fights, bullying, exclusions and absence⁶
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime, early sexual experience, alcohol and drug use⁷

Schools receiving the award will have demonstrated their success in embedding an effective whole school approach process to mental health and emotional wellbeing.

References

¹The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: a meta-analytic review H. Korpershoek, E. T. Canrinus, M. Fokkens-Bruinsma & H. de Boer. Pages 641-680, Received 10 Jun 2018, Accepted 30 Apr 2019, Published online: 27 May 2019

²The impact of teacher wellbeing and mental health on pupil progress in primary schools, June 2019, Leeds Beckett University, www.leedsbeckett.ac.uk/carnegie-school-of-education/research/carnegie-centre-of-excellence-for-mental-health-in-schools/school-mental-health-network/-/media/253bcf64213a4a8582a2a0a2be6b1d49.ashx

³Proctor, C., P. Linley and J. Maltby (2009), "Youth life satisfaction: A review of the literature", *Journal of Happiness Studies*, Vol. 10/5, pp. 583-630

⁴What works in enhancing social and emotional skills development during childhood and adolescence? A review of the evidence on the effectiveness of school-based and out-of-school programmes in the UK, February 2015, Aleisha M. Clarke, Silvia Morreale, Catherine-Anne Field, Yomna Hussein and Margaret M. Barry, WHO Collaborating Centre for Health Promotion Research, National University of Ireland Galway

⁵Mental health promotion and problem prevention in schools: what does the evidence say? (2011) Katherine Weare and Melanie Nind, Health Promotion International, Vol. 26 No. S1, (2011). Published by Oxford University Press

⁶PISA 2012 Results: Ready to learn: students' engagement, drive and self-beliefs (Volume III), OECD, 2013; www.oecd.org/pisa/keyfindings/pisa-2012-resultsvolume-iii.htm

⁷School-Based Programs for Increasing Connectedness and Reducing Risk Behaviour: A Systematic Review, January 2013, Rebekah L. Chapman, Lisa Buckley, Mary Sheehan & Ian Shochet. *Educational Psychology Review* volume 25, pages 95-114



Benefits of undertaking the Chartermark

Benefits of undertaking the Chartermark

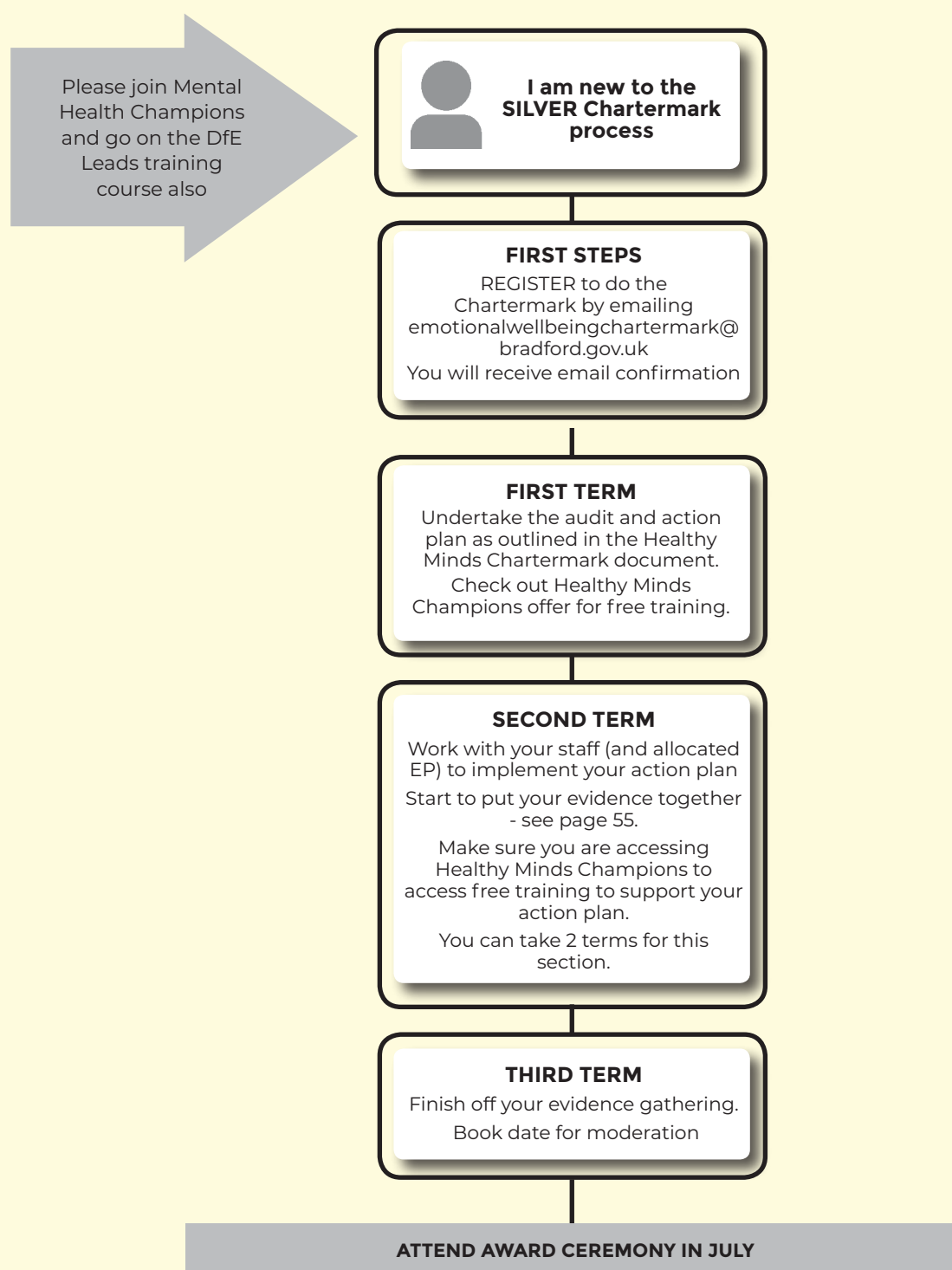
Alongside improving outcomes for children, the Chartermark offers opportunity for schools to gain recognition for outstanding practice within the Bradford District with three awards being built into the process: Silver, Gold and Platinum. Schools achieving these awards will have expertise in social, emotional and mental health practice.



The Chartermark Educational Psychologists are there to help you achieve the Silver Award, based on the learning of the NHS Trailblazer Project. A system is embedded within this document to help the Chartermark Educational Psychologists support your developmental needs in a targeted way.

Achieving the SILVER Award

To gain the Silver Award, you will have given yourself one year to embed a whole school approach to mental health and wellbeing. With advice and guidance from your Chartermark Support Educational Psychologist who will be allocated once you have emailed **EmotionalWellbeingChartermark@bradford.gov.uk** you will have successfully followed this time line of actions ... and have completed the DfE Approved Senior Mental Health Leads course:



EP Support

Your EP support will provide guidance and support for you from the beginning of the process.

Time from your EP can be limited, and will vary on a year by year basis depending on funding, , so involvement will mostly focus on supporting you through the process.

Recognition and Reward

On gaining Silver level of the award, schools will be able to showcase their achievement by:

- Receiving their award at a ceremony where the media will be invited to attend
- Receiving a formal certificate which can be displayed in school
- Receiving a bespoke trophy which can also be displayed in school
- Receiving a banner which can be displayed on the outside of the school

The Chartermark process

Use the staff questionnaire (below) and then the audit to develop a baseline assessment to design an action plan.

Staff Questionnaire

Prior to completing your Self-Assessment Audit Form, we recommend that you elicit the views of all your staff in school on mental health and emotional wellbeing provision, using the Bradford Chartermark Staff Views Questionnaire which is provided here. Ideally this will be done anonymously with staff so you elicit more honest views. This will provide data to feed into your audit and action plan.

Please select which level you feel is most applicable using the radio buttons.

1 = Secure 2 = Developing 3 = Emerging

1. Management and Leadership

How is the school or college providing visible senior leadership for emotional health and wellbeing?

Question	1	2	3
a) Do SLT promote SEMH/wellbeing and model the implementation of relational approaches?			
b) Is there a named member of the senior leadership team (SLT) has responsibility for SEMH/wellbeing?			
c) Are pupils, governors, staff and parents involved in developing mental health and wellbeing policies?			
d) So staff have the time, skills and resources to implement nurturing & relational approaches effectively.			

2. School/College Ethos and Environment

How does the school or college's culture promote respect and value diversity?

Question	1	2	3
a) Do SLT cultivate a relational approach where pupils feel respected and included and safe?			
b) Are staff and young people's wellbeing concerns addressed safely and appropriately by relevant staff?			
c) Is there is dedicated staff training for mental health and wellbeing?			
d) Are mental health and wellbeing policies established through a collaborative process involving everyone in school?			

3. Staff Development, Health and Wellbeing

How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?

Question	1	2	3
a) Do SLT refer to the DfE Education Staff Wellbeing Charter to support staff wellbeing?			
b) Is support provided for staff's own wellbeing and work-life balance?			
c) Are staff trained in the theory and practice relating to mental health and wellbeing including relational practices?			
d) Is there a system in place for assessing and monitoring the mental wellbeing of staff as part of professional development and performance reviews?			

4. Curriculum, Teaching and Learning and Learning

What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?

Question	1	2	3
a) Are you aware of Personal, social and health education (PSHE) and Relationship, Health, and Sex Education (RHSE) and social emotional learning (SEL - relationship skills, understanding and managing feelings, self-regulation and resilience strategies amongst others) being effectively in place?			
b) Are classroom displays and visuals throughout school reflect the inclusive ethos of the school?			
c) Do all staff model good relational practices at all times?			

5. Coordinated Support

How does the school or college ensure timely and effective identification of pupils who would benefit from coordinated support and ensure an appropriate graduated response is in place?

Question	1	2	3
a) Are staff aware of, and can recognise, basic warning signs that a student might need mental health/emotional wellbeing support and know who to report to regarding their concerns over a student?			
b) Do young people receive clear and consistent and transparent information about the opportunities available for them that are easy for them to access?			
c) Are you aware of links between the pastoral team and the SENCO in order to coordinate internal support and external support effectively?			

6. Identifying Need and Monitoring Impact

How does the school or college assess the needs of pupils and the impact of interventions to improve wellbeing?

Question	1	2	3
a) Are there measures are used to assess pupil emotional health and mental wellbeing?			
b) Is there an effective pastoral system so that at least one member of staff (e.g. a form tutor or class teacher) knows each pupil well and attempts to identify/address the root cause of any changes in behaviour?			
c) Is there a good range of targeted interventions to support pupil mental health and emotional wellbeing in school?			

7. Working with Parents, Carers and Community

How does the school or college work in partnership with parents and carers to promote emotional health and mental wellbeing?

Question	1	2	3
a) Are Parents/carers provided with accessible information about emotional wellbeing policies, procedures, and how to access services?			
b) Are Parents/carers offered opportunities to participate in events at school that deepen their understanding of how the school promotes emotional wellbeing.			
c) Do the school try everything to engage the parents of the most vulnerable children?			

8. Student Voice

How does the school or college ensure all pupils have the opportunity to express their views and influence decisions?

Question	1	2	3
a) Do the SLT recognise pupils have a powerful voice in mental health and wellbeing, regardless of age and ability?			
b) Is there a school council, or something equivalent, that have as a standard item on their agenda wellbeing?			
c) Do pupils and staff work in partnership to formulate, implement and evaluate organisation-wide approaches to promoting mental health and wellbeing?			

The Chartermark self-assessment audit can then be completed more effectively and is included in the next section.

Chartermark Self-Assessment Audit

The audit is split into three categories to help you target development in a structured way:

Sections	Subsections
Culture and Ethos	Leadership & Management Ethos & Environment Staff Voice & Development
Education and Curriculum	Teaching and Learning Targeted Support Need & Impact
Families and Communities	Parents & Carers Pupil Voice

The audit is included here and has press in buttons for you to use:

Leadership and Management

1. How is the school or college providing visible senior leadership for emotional health and wellbeing?

Please select which level you feel is most applicable using the radio buttons.

1 = Secure 2 = Developing 3 = Emerging

Indicator of good practice	1	2	3
a) Senior leadership ensure efforts to promote emotional health and mental wellbeing are accepted and embedded within the school or college, with Leadership modelling the relational approaches as well as implementing them operationally and strategically.			
Evidence			

Indicator of good practice	1	2	3
b) A named member of the senior leadership team (SLT) has responsibility for emotional health and mental wellbeing and puts in place regular whole staff and targeted training.			
Evidence			
Indicator of good practice	1	2	3
c) An emotional health and mental wellbeing policy for all pupils and staff has clear links to a recognised evidence based whole school approach (e.g. nurture, trauma informed practice, attachment aware etc.)			
Evidence			

Indicator of good practice	1	2	3
d) Governors understand emotional health and mental wellbeing issues, and support this agenda.			
Evidence			
Indicator of good practice	1	2	3
e) Mental health and emotional wellbeing which is referenced in school or college improvement plans which are reviewed regularly.			
Evidence			

Indicator of good practice	1	2	3
f) Pupils, staff and parents are involved in developing whole school policies relating to mental health and wellbeing so that they remain 'live' and responsive to the evolving needs of the school community.			
Evidence			

School/College Ethos and Environment

2. How does the school or college’s culture promote respect and value diversity?

Indicator of good practice	1	2	3
a) There is clear leadership from SLT to ensure that school is a safe environment which nurtures young people’s sense of mutual respect, self-worth and self-efficacy; reducing the threat of bullying and violence, and promoting positive behaviours that support the inclusion of all vulnerable groups.			
Evidence			

Indicator of good practice	1	2	3
b) There is a culture of inclusiveness and communication that ensures all staff and young people's concerns can be addressed with a specific area in the school where pupils can access support.			
Evidence			
Indicator of good practice	1	2	3
c) There is dedicated staff training, sign posting information (staff and pupils), PSHE and library resources and targeted mental health campaigns including tackling stigma, discrimination and victim blaming.			
Evidence			

Indicator of good practice	1	2	3
d) Values are established through a collaborative process involving pupils, school staff, governors and the wider community, modelled through everyday interactions and stated clearly through policy.			
Evidence			
Indicator of good practice	1	2	3
e) Information about ways to find support is visible and easily accessible to all.			
Evidence			

Staff Development, Health and Wellbeing

3. How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?

Indicator of good practice	1	2	3
a) Staff wellbeing is actively supported using the 'DfE Education Staff Wellbeing Charter' and (i) opportunities to access assessment and support for wellbeing through connection with colleagues and managers are in place (ii) opportunities to safely express views, have control over working practice are in place (iii) a safe and or quiet space they can access when needed, away from students and parents, are in place.			
Evidence			

Indicator of good practice	1	2	3
b) Training is provided to staff so that they have the knowledge, understanding and skills to support pupil's social, emotional and psychological wellbeing.			
Evidence			
Indicator of good practice	1	2	3
c) Information signposting to sources of support for staff are well displayed/regularly communicated.			
Evidence			

Indicator of good practice	1	2	3
d) Staff in key roles are suitably trained and engage in regular supervision/reflective practice. Support is provided to enable staff to reflect on, and take actions to enhance, their own wellbeing and by promoting a work-life balance for staff.			
Evidence			
Indicator of good practice	1	2	3
e) A range of mental health/emotional wellbeing staff training is available to staff and they are given the opportunity and encouragement to participate.			
Evidence			

Indicator of good practice	1	2	3
f) Staff feel a sense of belonging at the school and feel valued and supported as staff wellbeing is recognised as fundamental to whole school health.			
Evidence			

Curriculum, Teaching and Learning

4. What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?

Indicator of good practice	1	2	3
a) Personal, Social and Health Education (PSHE) and Relationship, Health and Sex Education (RHSE) are embedded across the curriculum and culture of the organisation. The school/college's approach integrates social emotional learning (SEL) which is shared on the school website (relationship skills, understanding and managing feelings, self-regulation and resilience strategies amongst others).			
Evidence			

Indicator of good practice	1	2	3
b) Classroom displays and visuals throughout school reflect the inclusive ethos of the school.			
Evidence			
Indicator of good practice	1	2	3
c) Staff model positive relationships with the pupils, consistently use relational and restorative practices to de-escalate and promote calm learning environments, and apply consequences that are fair, proportionate and logical, with opportunity for children to feel supported and safe after difficult/overwhelming experiences.			
Evidence			

Indicator of good practice	1	2	3
d) Mental health/emotional wellbeing lessons are practical and relevant for pupils and encourage them to adopt emotionally healthy habits and staff have been trained in how to teach these difficult topics safely and sensitively.			
Evidence			
Indicator of good practice	1	2	3
e) Pupils access their entitlement of physical education, music, creative and artistic activities in all year groups and promote healthy eating messages and teach about the links between 'food and mood'.			
Evidence			

Coordinated Support

5. How does the school or college ensure timely and effective identification of pupils who would benefit from coordinated support and ensure an appropriate graduated response is in place?

Indicator of good practice	1	2	3
a) School staff are aware of, and can recognise, basic warning signs that a student might need mental health/emotional wellbeing support and know how to report any concerns.			
Evidence			

Indicator of good practice	1	2	3
b) There are clear links between the pastoral team and the SENCO in order to coordinate internal support and external support effectively, with an internal system clearly mapped out with all staff aware. There are clear pathways identified for support for pupils most at risk (or already showing signs) within an Assess-Plan-Do-Review process (APDR) and the graduated approach.			
Evidence			

Indicator of good practice	1	2	3
c) There is effective communication with external agencies to understand how the school can support a child/young person. Relevant staff know how to make referrals and enquiries to outside agencies and link with a wide range of specialist services (e.g. Educational Psychology Team, Substance Misuse Services, School Nurse). Relevant staff know how to make referrals and enquiries to a range of 3rd Sector and voluntary organisations.			
Evidence			

Indicator of good practice	1	2	3
d) Young people receive clear and consistent and transparent information about the opportunities available for them to discuss personal issues and emotional concerns, and these are easy for them to access. (The same process happens for staff).			
Evidence			
Indicator of good practice	1	2	3
e) Personalised planning actively utilises an agreed child centred format that is outcome lead; frameworks such as SEN Support Plans, Relational plans, Rubrics, MAPS, PATHS, Safety plans, Restorative plans and Scaling are appropriate.			
Evidence			

Identifying Need and Monitoring Impact

6. How does the school or college assess the needs of pupils and the impact of interventions to improve wellbeing?

Indicator of good practice	1	2	3
a) Systematic measures are used to assess pupil emotional health and mental wellbeing (including identifying those who need extra support). Assessment outcomes are used as the basis for planning activities and measuring impact, and are incorporated into the graduated ADPR approach for those pupils who require it.			
Evidence			

Indicator of good practice	1	2	3
b) Mental health and wellbeing data is correlated with changes in pupils' patterns of attainment, attendance or behaviour. Data is used to identify strengths and areas for improvement.			
Evidence			
Indicator of good practice	1	2	3
c) There is an effective pastoral system so that at least one member of staff (e.g. a form tutor or class teacher) knows each pupil well and attempts to identify/address the root cause of any changes in behaviour.			
Evidence			

Indicator of good practice	1	2	3
d) Reasonable adjustments are made as per the Code of Practice regarding mental health and wellbeing.			
Evidence			
Indicator of good practice	1	2	3
e) Understanding of pupils' needs is used to inform commissioning decisions at school / college level or across school clusters.			
Evidence			

Working with Parents, Carers and Community

7. How does the school or college work in partnership with parents and carers to promote emotional health and mental wellbeing?

Indicator of good practice	1	2	3
a) Parents/carers are provided with accessible information about emotional wellbeing policies, procedures, and how to access services.			
Evidence			
Indicator of good practice	1	2	3
b) Parents/carers are offered opportunities to participate in events at school that deepen their understanding of how the school promotes emotional wellbeing.			
Evidence			

Indicator of good practice	1	2	3
c) The school identifies ways in which it can support and work in partnership with parents/carers to promote emotional wellbeing and mental health.			
Evidence			
Indicator of good practice	1	2	3
d) Staff are able to identify families who might will most benefit from parental events and support their inclusion and try everything to get their engagement.			
Evidence			

Student Voice

8. How does the school or college ensure all pupils have the opportunity to express their views and influence decisions?

Indicator of good practice	1	2	3
a) The senior leadership team recognise pupils have a powerful voice in learning, decision making, peer led approaches and development of strong social networks (regardless of age and ability).			
Evidence			
Indicator of good practice	1	2	3
b) There is a school council, that have as a standard item on their agenda wellbeing. They have regular links with the Governor and the Head Teacher.			
Evidence			

Indicator of good practice	1	2	3
c) Child centred approaches are integral to practice with staff skilled at eliciting the voice of the child and pupils feeling genuinely listened to. Young people and staff work in partnership to formulate, implement and evaluate organisation-wide approaches to promoting social, emotional and mental wellbeing. There are age appropriate mechanisms for capturing the voice of the child.			
Evidence			
Indicator of good practice	1	2	3
d) Pupils are actively engaged in discussions about emotional health and mental wellbeing provision in their school or college.			
Evidence			

Indicator of good practice	1	2	3
e) In secondary education / further education: young people involved in the creation, delivery and evaluation of staff training and continuing professional development activities in relation to social, emotional and mental wellbeing.			
Evidence			

The Chartermark Action Plan Template

Once you have undertaken the audit, complete the action plan which follows:

Chartermark Action Plan Template 2021-22

1. How is the school or college providing visible senior leadership for emotional health and mental wellbeing?

What are we going to do to get better in this area?	Who will do it? Who will do the things you have decided need to be done?
	When will it be done by? When do you plan to have completed the action or is there a date you want to review your progress?

2. How does the school or college’s culture promote respect and value diversity?

What are we going to do to get better in this area?	Who will do it? Who will do the things you have decided need to be done?
	When will it be done by? When do you plan to have completed the action or is there a date you want to review your progress?

3. How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?

What are we going to do to get better in this area?	Who will do it? Who will do the things you have decided need to be done?
	When will it be done by? When do you plan to have completed the action or is there a date you want to review your progress?

4. What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?

What are we going to do to get better in this area?	Who will do it? Who will do the things you have decided need to be done?
	When will it be done by? When do you plan to have completed the action or is there a date you want to review your progress?

5. How does the school or college ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?

What are we going to do to get better in this area?	Who will do it? Who will do the things you have decided need to be done?
	When will it be done by? When do you plan to have completed the action or is there a date you want to review your progress?

6. How does the school or college assess the needs of pupils and the impact of interventions to improve SEMH/wellbeing?

What are we going to do to get better in this area?	Who will do it? Who will do the things you have decided need to be done?
	When will it be done by? When do you plan to have completed the action or is there a date you want to review your progress?

7. How does the school or college work in partnership with parents and carers to promote emotional health and mental wellbeing?

What are we going to do to get better in this area?	Who will do it? Who will do the things you have decided need to be done?
	When will it be done by? When do you plan to have completed the action or is there a date you want to review your progress?

8. How does the school or college ensure all pupils have the opportunity to express their views and influence decisions?

What are we going to do to get better in this area?	Who will do it? Who will do the things you have decided need to be done?
	When will it be done by? When do you plan to have completed the action or is there a date you want to review your progress?

Moderation and Criteria

The Moderation Visit

1. Book one half day slot using **www.skills4bradford.co.uk** - search the word Healthy in the text search. You will see there are a limited number of slots to choose from. The slots have already been allocated to named moderators who are unlikely to be your EP Chartermark support.
2. Make sure you have sent to either your EP support, or, to the Chartermark email, a copy of everything that is listed in (4) below. This is so the moderator is able to read information about your school prior to the half day moderation.
3. Book a room in your school to hold the meeting on that date and invite the following people to the meeting
 - a. A member of SLT (who is the Senior Mental Health Lead or manages the Senior Mental Health Lead)
 - b. The Senior Mental Health Lead (this person might be the member of SLT)
 - c. A Governor
4. Make sure that you have the following information to hand, ready for the meeting
 - a. For silver, bring a copy of the audit you have completed as part of the process to act as a guide, plus the action plan
 - b. The evidence (photos/written guidance that showcases on paper the whole school approach)
 - c. The data for silver will include attendance/exclusions/progress and attainment since developing your whole school approach
 - d. Written policies relating to mental health and wellbeing, including your behaviour / relational policy
 - e. Whole school provision map of your mental health SEMH provision
5. Prior to the audit meeting, the Moderator will walk around school with a key adult and with a pupil, to see first-hand how the whole school approach is working. This should start about 9.15 am for morning sessions and 1.15pm for afternoon sessions (give or take time for dinner arrangements) and last no longer than half an hour. The walk will be in the form of an appreciative enquiry.

6. Next, the Moderator will lead the audit meeting and has a script to do this. The audit tool will form the basis of the meeting as the group will go through each of the 8 sections, and the group will discuss evidence underpinning each part of the audit. For silver, this will consist of using the audit tool that has already been completed as part of the process, plus the action plan evidence.
7. The moderator will leave the school and will get back in touch within the week to let you know whether or not you have achieved the Chartermark. For morning slots, the moderator aims to leave the school by 12.15. For afternoon slots, the moderator aims to leave the school for 4pm at the latest.
8. The criteria for being awarded the Chartermark;
 - a. For SILVER, there is a clear whole school approach (i.e. there is demonstrable practice within each of the 8 sections of the audit) and that the approaches to managing behaviour as demonstrated by school data, are leading to highly effective inclusion of all pupils, with ideally no permanent exclusions
 - b. If the criteria have not been reached, then the recommendation will be to automatically extend the process by another year, and redo the moderation meeting the year after.

Evidence

Evidence is not something that will take hours of preparation. Rather, it is a chance to showcase what you are doing by use of photographs, vignettes written by pupils - it is however you want to show your whole school approach to your moderator quickly and accessibly!

- Culture and Ethos evidence
- Education and Curriculum evidence
- Families and Communities evidence
- Whole school provision map of your mental health SEMH provision.
- Whole school Mental Health / Wellbeing / SEMH / Inclusion / Relational / Behaviour Policy
- Attendance / exclusions and progress & attainment data for the last 2 years

This visit will only last half a day and will result in one of two outcomes:

- Progress to SILVER award
- Undertake the process for another year. It is likely that only a minimal amount of EP support would be offered in this second year.

Criteria for Silver Award



- The school will provide evidence that they have established a **true whole school approach i.e. each of the 8 areas will be assessed as a '2' (the small number of '3s' must be actively addressed within the action plan).**
- School have followed the process of the silver Chartermark as outlined in this pdf
- There is clear evidence that staff understand the difference between the effectiveness of good mental health practice on SEMH/behaviour, and consequence/punitive systems on SEMH/behaviour, and that by having a whole school approach to good mental health practice they are teaching the children/staff to regulate their emotions and behaviour intrinsically, rather than be driven by external factors (such as negative consequences). Therefore, you would see in school clear evidence of regulation tools in action as opposed to consequence charts (as one example). This way of thinking will be actively embedded in the culture of the school through SLT and relevant **policies.**
- The data shows high attendance and zero exclusions (apart from exceptional circumstances)

Further Information for Support

Essential Information and Guidance on the Eight Key Strands

1. Culture and Ethos

Leadership & Management

Ethos & Environment

Staff Voice & Development

Support from the senior leadership team and school governors is essential to ensure that the whole school approach is accepted and embedded. The school policy, environment and ethos promotes the mental health of the whole school. Mental health issues are integrated into the school curriculum as a cross cutting principle throughout the school years and improvement plans, policies and practice are assessed for impact as well as involving pupils, staff and are responsive to the evolving needs of the school community. Good practice tips include:

- Emotional health and mental wellbeing are clearly referenced in relevant school/college plans and key documents.
- A named member of the senior leadership team.
- A named member of staff to link the school and college to mental health providers and specialist services.
- Support, training and involvement from school governors.
- Mental health problems reported and monitored through pastoral care and child protection.
- The school/college promotes positive messages about emotional health and wellbeing as well as tackling myths about mental health.
- Everyone in the school community being able to identify the mental health and wellbeing leads.
- Everyone in the school community knowing how to raise concerns about mental health and wellbeing.
- The Whole school approach is shared with and bought into by the senior leadership team.
- There are clear information sharing pathways with other relevant professionals, enabling joint planning and response to care plans.

How does the school/college's culture promote respect and value diversity?

The physical and social environment may have profound effects on pupil and teacher physical, emotional and mental health as well as effecting attainment. Positive relationships between teachers and pupils, and between pupils, are critical in promoting pupil wellbeing and encouraging them to avoid risky behaviour and build a sense of school belonging where children feel safe and have lower levels of bullying. Good practice tips could include:

- The senior leadership team create and manage the physical, social and emotional environment
- The pastoral lead is part of the senior management team / Special Educational Needs team
- The school and college development plan has reference to emotional health and mental wellbeing including work life balance for staff.
- Develop a climate and ethos which supports 'connectedness', a feeling of being accepted, respected and bonded to the school environment.
- There is access to dedicated staff training, signposting information (staff and students), PSHE and library resources and targeted mental health campaigns (including tackling stigma and discrimination).
- A programme of social and emotional learning is delivered within the school as well as across subjects.
- The school is seen by staff, pupils and parents as a kind and welcoming place.
- Everyone in the school community feels safe and has a sense of belonging.
- Staff feel supported and know how to access additional support if they need it.
- Emotions and mental health are talked about openly and freely.

How are staff supported in relation to their own health and wellbeing and able to support student wellbeing?

Good staff wellbeing is important in supporting pupil emotional health and wellbeing. Promoting staff health and wellbeing is also an integral principle of the whole school approach to emotional health and wellbeing. By providing opportunities for assessing the emotional health and wellbeing needs of staff, by providing support to enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance helps increase their knowledge of emotional wellbeing and equip them to be able to identify mental health difficulties in their students.

Good practice tips could include:

- **The workplace charter** provides a set of national standards for workplace health (including mental health) (www.wellbeingcharter.org.uk)
- **Promoting a work-life balance for staff.** (www.youngminds.org.uk/resources/tools-and-toolkits/caring-for-the-wellbeingof-teachers-and-school-staff/#thecauses-of-stress-among-teachers)
- Ensuring there is time for staff to access internal or external supervision (e.g. clinical supervision) to enable them to support individual children with emotional or mental health problems.
- Use the staff appraisal system as a way to monitor staff health and wellbeing.
- All staff delivering aspects of children and young people's social, emotional and psychological wellbeing are fully trained, confident and competent.
- There is dedicated time in CPD for all teaching staff and practitioners delivering emotional health and mental wellbeing interventions.
- **The Education Staff Wellbeing Charter** (DfE) is an essential document for this section of development. (www.gov.uk/guidance/education-staffwellbeing-charter)
- Staff participate in relevant CPD (including books, face to face training and shadowing opportunities) to further their skills, knowledge and understanding of emotional wellbeing/mental health
- Staff report feeling supported in developing a reasonable home-school balance
- Line managers' performance include their team's wellbeing
- The Head Teacher's performance management include whole staff wellbeing.
- The school support its staff to adopt physical and emotional wellbeing habits.
- The school accessed Attachment Aware Training, Trauma Informed training or Emotion Coaching training.
- The school had access to mental health first aid training/Psychological First Aid training.

2. Education and Curriculum

Teaching and Learning

Targeted Support

Need & Impact

What focus is given within the curriculum to social learning and promoting personal resilience, and how is learning assessed?

Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community and life events. Risk factors are cumulative.

Children exposed to multiple risks such as social disadvantage, family adversity, cognitive or attention problems are much more likely to develop social, emotional and mental health difficulties. Good practice tips;

- Since September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education are compulsory in all schools. The PSHE Association, in partnership with the Department for Education (DfE), provides guidance for schools on preparing to teach about mental health and emotional wellbeing. The guidance is accompanied by **set of lesson plans across all key stages**. (www.pshe-association.org.uk/content/statutorychanges-september-2020)
- Whole school approaches, such as Trauma Informed, Nurturing or Mental Health initiatives (e.g. ROAR - Response to Mental Health in Primary Schools) will support good practice to be embedded in every part of the school day.
- Consult with your local authority Educational Psychology Team or Outreach services for further support and signposting.
- The academic resilience framework is utilised.
- Mental health/emotional wellbeing learning is assessed.
- CYP have access to high quality additional learning relevant to mental health/emotional wellbeing via extra-curricular activities.
- There are opportunities to develop and promote social and emotional skills across the broader curriculum.

How does the school and college assess the needs of students and the impact of interventions to improve wellbeing?

Schools and colleges often use a range of strategies to identify children and young people at risk of poor emotional and mental health. Usually more serious cases can easily be identified, e.g. through change in academic progress or application, attendance or behaviour, or through sudden trauma or bereavement where the school has been informed. Some cases are less easy to spot, particularly where early signs are subtle and can be attributed to various causes. Some pupils may try to 'hold it together' or want to keep their school life as 'normal' as possible, and don't want to share any worries or concerns they have. Some may fear the consequences of disclosing, not knowing what will happen next or how their disclosure will be dealt with. Sometimes low level disruptive behaviour can also indicate that there may be an unmet mental health need. Rewards and sanctions can be put in place which are designed to modify the behaviour and encourage the child to conform, but ultimately may not address any underlying needs.

Applying the principle – behaviour is a form of communication – can help to identify any potentially unmet emotional and mental health needs and ensure that these are addressed. Working with parents to identify children's emotional and mental health needs can provide valuable information; often the 'missing pieces of the jigsaw.' In many cases parents are acutely aware of the difficulties they and their children are experiencing yet do not raise this with schools or refer them for support. It is important to remember that SEMH is a recognised special educational need and that the SENCO should be working closely with the pastoral team to identify students with these needs and produce a support plan. Good practice tips could include:

- Validated tools are used to assess pupil emotional health and mental wellbeing (including identifying those who need extra support) as well as evaluating outcomes of interventions. (Baseline assessments to identify various needs and develop a tracker to monitor progress)
- Effective use of data so that changes in pupil patterns of attainment, attendance or behaviour are noted and acted on.
- Ensure that there is an effective pastoral system in place so that at least one member of staff (e.g. form teacher or class teacher) knows each pupil well and can spot changes in individual behaviour patterns and that the root cause can be addressed.

- All children and young people are signposted to relevant helplines and have access to free information, support and guidance in relation to their emotional health and mental wellbeing development.
- Develop a school and college provision map to highlight areas of the curriculum or settings where social, emotional health and mental wellbeing interventions are taking place.
- Ensure there is a clear plan (coordinated by the pastoral lead, form teacher or SENCO) on how pupils progress and that achievement in emotional health and mental wellbeing is assessed, recorded and reported using the graduated response as stated in the SEN code of practice. Record, monitor and evaluate the impact of any support plan that is put in place as stated in the SEN code of practice
- The school have staff trained in a number of evidence based, emotional wellbeing interventions.
- The interventions are delivered in a structured way maintaining programme fidelity.
- There are clear outcomes when introducing mental health/emotional wellbeing resources or interventions and these are measured.
- Views of CYP, parents, and staff are captured when reviewing mental health/emotional wellbeing need and the impact of interventions.
- The measures of impact used to inform future planning.

How does the school and college ensure timely and effective identification of pupils who would benefit from coordinated support and ensure an appropriate response takes place?

Some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to Child Adolescent Mental Health Services (CAMHS), those living with parents/carers with a mental illness and those living in households experiencing domestic violence. Delays in identifying and meeting emotional health and mental wellbeing needs can have far reaching effects on all aspects of children and young people's lives, including their chances of reaching their potential and leading happy and healthy lives as adults (see table in Curriculum, Teaching and Learning). There are a number of things schools and colleges can do for those children showing early signs social, emotional and mental health problems as well as those children exposed to several risks.

Good practice could include:

- Ensure all children and young people can be sign posted to relevant help lines / websites and have access to free information and self-help resources in relation to emotional health and mental wellbeing.
- Pupils should be able to understand the pastoral and self-referral arrangements within the educational setting.
- Where pupils experience difficulties, use the Graduated Response and provide more intense work with clear plans, evaluations, information or referral to specialist service.
- The school/college provides targeted and intense work on social and emotional skills development for pupils identified as having difficulties, including one to one support and group work.
- Use specialist staff to initiate innovative and specialist programmes to ensure they are implemented authentically, transferring responsibilities to mainstream staff whenever possible, to ensure longer term sustainability and integration
- Individual health care plans are available to support children and young people with medical needs.
- CYP know who to talk to if they have concerns about themselves or a friend and what will happen if they raise a concern.
- CYP are aware of the range of support available from school, locally and nationally, including confidential helplines.
- CYP are aware of confidentiality procedures.
- CYP can they name reputable sources or types of support for issues such as self-harm and eating disorders.
- The school have a counsellor, school nurse or other respected non-teaching adult who CYP can confide in.
- Non-specialist support staff who work regularly one-to-one with CYP are trained to support mental health/emotional wellbeing issues and provide supportive listening.
- There is a directory of local support available to staff and parents.
- Plans are in place for key issues (e.g. self-harm, suicidal ideation, panic attack, substance misuse, CSE etc.)
- Planned and available support is targeted at vulnerable times, e.g. Lead up to exams, Transition, Following critical incident (at school, local or high profile).

3. Families and Communities

Parents & Carers

Pupil Voice

How does the school and college work in partnership with parents and carers to promote emotional health and wellbeing?

The family plays a key role in influencing children and young people's emotional health and wellbeing. There is strong evidence that well implemented universal and targeted interventions supporting parenting and family life have the potential to yield social as well as economic benefits. Good practice tips could include:

- Providing parents and carers with regular opportunities to give their views on provision for SEMH.
- Ensure parental/carers participation and training is part of a whole school programme.
- Provide information for all parents/carers on the need to provide an effective emotional health and mental wellbeing programme and the resources used.
- Ensure parents or carers and other family members are supported to enable them to participate in activities to promote social and emotional wellbeing. Some parents or carers may need additional support, for example by offering a range of times for the sessions or providing help with transport and childcare. This might involve liaison with family support agencies.
- Parents or carers are aware of the school's emotional health and mental wellbeing policy and how school will deal with sensitive issues and specific questions from pupils
- Parents/carers provided with information about student mental health/emotional wellbeing and this is effective.
- Parents/carers are given specific guidance about how best to support RSHE curriculum learning beyond the classroom.
- Efforts are made to understand and overcome barriers to engagement for parents/carers.
- Parents/carers know what support is available via the school.
- Resources are accessible to parents/carers to help them improve their skills and understanding.

- Formal (mental health/emotional wellbeing workshops) and informal (social) activities are available to parents/carers on a regular basis.
- School works with external agencies to pro-actively support families experiencing mental health issues.

How does the school and college ensure all students have the opportunity to express their views and influence decisions?

Children and young people spend a lot of time at school and college. After the family, school and college has the most significant influence on children and young people's development, so making pupils' time at school and college enjoyable and worthwhile supports their emotional health and mental wellbeing. Part of this process involves supporting pupils to be active contributors to their own learning. The sense of belonging, positive relationships and improved self-esteem achieved when children are active contributors in their school and college community are significant protective factors that support their mental health and wellbeing now and in the future. Good practice tips include:

- Pupil participation in a variety of ways and at different levels of school life.
Some of these are:
 - ▷ Having an authentic voice in teaching and learning.
 - ▷ Processes such as circle time, focus groups, questionnaires and consultations.
 - ▷ Participatory groups such as the class / school council, eco committee, healthy schools and peer mentors, including peer-led/education approaches.
 - ▷ Having structures in place so that all pupils can be involved in decision making, including those with additional learning needs.
 - ▷ All CYP have the opportunity to have their voice heard.
- CYP are actively involved in the development of EHWP policy and procedures.
- The knowledge and experience of CYP is utilised and reflected upon.
- CYP are involved in staff training and development.

Helpful Websites

Oldham Council: The whole school and college approach to emotional health and mental wellbeing

Gov.uk: Promoting and supporting mental health and wellbeing in schools and colleges

PSHE Association

Together for Children

Anna Freud: 5 Steps to Mental Health and Wellbeing

Somerset Children and Young People: Mental Health Toolkit

Babcock: Guidance for Developing Relational Practice and Policy (PDF)

Brighton and Hove City Council: Behaviour Regulation Policy Guidance (PDF)

ROAR: The ROAR response to mental health in primary schools is a programme that aims to help teachers and staff recognise and address the signs of mental health problems in children. It is a first-line response aimed at equipping front line professionals with the tools to provide early intervention and support to children experiencing mental distress.

Boing Boing: The Academic Resilience Approach

<https://www.nurtureuk.org/>

Education Scotland: Restorative Approaches

Emotion Coaching

Trauma Informed Schools

Starr (trauma and resilience informed school based resources)

Together for Children (Sunderland)

Kent Resilience Hub

Zones of Regulation



© **Healthy Minds 2021**
Registered in England 7504966
Charity No. 1142357

For further help or guidance on anything within this document,
please contact hello@healthyminds.services