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future

# MENTAL WELLBEING AUDIT

The Framework

# Mental Wellbeing Audit: Framework

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# Leadership and Management



Diagram from NHS England

We aim that every school and educational setting will have leadership and management that support and champion efforts to promote emotional and mental health and wellbeing, and that takes an attachment aware and trauma sensitive approach to support across the wider community.

1. <i>How is the school providing visible senior leadership for emotional and mental health and wellbeing? How is the school providing visible senior leadership for attachment aware and trauma sensitive support for all stakeholders?</i>	Yes	No	Evidence / comment / further support required
There is evidence of a pro-active 'whole school community approach' which ensures that all parts of the school organisation / community are working coherently together.			
There is a named member of staff from the SLT with overall responsibility for emotional and mental health and wellbeing.			
There is evidence of robust and continued efforts to promote staff wellbeing and, in particular, address staff stress levels.			
<p>There are systems in place to:</p> <ul style="list-style-type: none"> <li>Develop and monitor processes / procedures by which school staff can report CYP / adult mental health / emotional wellbeing concerns.</li> <li>Link the school with expertise (e.g. CAMHS Primary Mental Health Workers, Substance Misuse Services, School Nurse).</li> <li>Make referrals to outside agencies.</li> <li>Evidence the fidelity of the intervention / systems.</li> </ul>			
The Mental Wellbeing Audit is included in improvement plans, policies, systems and activities.			
<p>There is a named school governor who:</p> <ul style="list-style-type: none"> <li>Champions the development, embedding and monitoring of mental health outcomes across the setting.</li> <li>Is aware of the induction and appraisal process.</li> </ul>			
School management systems consider the Mental Wellbeing Audit as well as learning when supporting the professional development of staff.			

## Ethos and Environment

We aim that every school and educational setting will have an ethos and environment that promotes respect and values diversity.

<i>2. How does the school or college's culture promote respect and value diversity?</i>	Yes	No	Evidence / comment / further support required
A strengths based approach for both SEND and the inclusion of the Mental Wellbeing Audit is strongly embedded into the school ethos.			
There is a culture in which the sharing of sensations, emotions and feelings, mental health and wellbeing is the norm.			
The ethos recognises the continuum of mental health and proactively develops positive strategies and approaches to underpin the basic building blocks of health and wellbeing.			
CYP are actively encouraged to form and maintain healthy relationships.			
Opportunities to develop empathy and interpersonal skills are provided.			
Information about ways to find support is visible, easily accessible to all, and regularly reviewed and updated.			
Visible evidence of anti-stigma work, for example ongoing dialogue, discussion, assemblies about mental health, illness, prejudice, facts and myths.			
Is the environment both around the school and in classrooms created through a sensory lens? Is thought given to colour, sound display etc? Are there sanctuary spaces?			

Ensure there are robust policies and practices in areas such as;			
• Inclusion			
• Social, emotional and mental health			
• Behaviour / Relationship Policy / Touch Policy			
• Disability access / Accessibility Plan			
• SEN			
• Equal opportunity and diversity celebration / advocacy			
Does the schools list of vulnerable groups include new headings as a result of Covid-19 i.e. pupils / adults who have suffered bereavement, students who have no or limited digital access, single parents, access to the outdoors etc.  How are schools reaching out to gain insight with lived reality, and how are they responding?			
How does the setting embrace and celebrate the rainbow society in which we live and work to combat anti-discrimination - challenging of prejudice around ability, disability, gender, identity, race, sexual orientation and perceived social status?			
Does anti-bullying and homophobia practice generally need to be strengthened and linked with e-safety policies? What steps are in place to challenge unconscious bias?			
What groups does the school offer that help CYP ?			

## Curriculum, Teaching and Learning, and Engagement

We aim that every school and educational setting will have curriculum, teaching and learning for CYP that promotes self-awareness, self-regulation, resilience and relationship building, therefore supporting social and emotional learning as part of the Relationship, Education and RSE offer.

<i>3. What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?</i>	Yes	No	Evidence / comment / further support required
Programmes of learning (for example, RE, RSHE) are developed to address the specific needs of the context of the school and the current cohort and meet (where appropriate) both statutory requirements and the needs of the setting.			
Opportunities are identified throughout other curriculum areas and the school day to promote self-awareness, self-regulation, resilience and relationship building.			
As and when need arises, explicit and responsive sessions are planned and delivered.			
High quality mental health and emotional wellbeing lessons are positive and experiential with interactive methods that explicitly teach into the biology of stress, social and emotional skills, attitudes and values. For example the triune brain, stress regulation system etc. Are these discreet or woven into a curriculum?			
CYP are taught the skills of self-awareness, self-regulation, resilience and relationship building.			
RSHE curriculum is clearly outlined on the school website and the opportunities to respond timely as and where issues arise are carefully planned for.			
Is there regular school community attendance at RSHE hub, development days and other relevant training offers?			

Key staff have been trained in how to teach difficult topics (for example self-regulation, resilience, anti-bullying, sexuality and sexual health, cultural diversity) safely and sensitively.			
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## Student (CYP) Voice

We aim that every school and educational setting will enable student voice to influence decisions positively.

<i>4. How does the school or college ensure all CYP have the opportunity to express their views and influence decisions?</i>	Yes	No	Evidence / comment / further support required
CYP have the opportunity to be involved in planning and decision making (e.g. in the development of PSHE education curriculum).			
CYP are encouraged to express their views and to develop strong social networks.			
CYP feedback is regularly gathered and analysed to monitor the effectiveness of emotional wellbeing support, and to identify improvements from both individuals and representatives from groups, for example, school parliament / council, boys, girls, year groups.			
CYP play an active, constructive and appropriate role in their own learning around emotional health and wellbeing, the learning of their peers and the development of their school communities.			
Are there opportunities for anonymous / discreet views to be explored and shared by CYP?			
Is there an authentic approach to ensure that all voices are heard and given equal consideration?			
What is the CYP 'sense' of safety?			

## Staff Development

We aim that every school and educational setting will have staff development to support their own wellbeing and that of CYP and to know how to access support.

<i>5. How are staff supported in relation to their own health and wellbeing and to be able to support CYP's wellbeing?</i>	Yes	No	Evidence / comment / further support required
Staff feel a sense of belonging at the school and feel valued and supported.			
Staff wellbeing is recognised as fundamental to whole school health and there is an overarching short / medium / long term strategy for staff wellbeing.			
Staff proactively engage with a wide range of CPD opportunity to further develop knowledge and understanding around mental fitness.			
Accurate and authentic staff feedback is regularly gathered and analysed to monitor the effectiveness of emotional wellbeing support and to identify improvements from both individuals and representatives.			
Staff in key roles are suitably trained and engaged in regular supervision / reflective practice.			
A range of mental wellbeing staff training is available to staff and they are given the opportunity and encouragement to participate.			
Whilst the school might have a mental health champion to drive and maintain momentum of development and training, is mental fitness on everyone's agenda? Is there a widespread appreciation that every interaction matters?			

## Assess Need and Monitor Impact

We aim that every school and educational setting will identify need and monitor impact of interventions from the school's perspective and that each partner in school will measure impact and effectiveness from the intervention.

<i>6. How does the school or college assess the needs of CYP and the impact of interventions to improve mental fitness?</i>	Yes	No	Evidence / comment / further support required
Local / regional data about mental health is accessed and analysed.			
The school uses a range of assessment measures to ensure the early identification of concerns. These are used to inform action planning.			
Where CYP have been identified as having greater need, more intensive work on social and emotional skill development is provided including 1:1 and group work. This is rigorously monitored and impact measure collated regularly.			
School level data that indicates emotional wellbeing is gathered and analysed.			
Data is used to identify strengths and areas for improvement.			

## Parents and Carers

We aim that every school and educational setting will develop positive relationships with parents and carers.

<i>7. How does the school or college work in partnership with parents and carers to promote emotional and mental health and wellbeing?</i>	Yes	No	Evidence / comment / further support required
Parents / carers are provided with accessible information about emotional wellbeing policies, procedures, and how to access services.			
Parents / carers are offered opportunities to participate in events at school that deepen their understanding of how the school promotes emotional wellbeing.			
How does the school creatively, inclusively and non-judgmentally engage <b>ALL</b> parents / carers and socially connect with them and to one another other across the school community e.g. circles of adults?			
The school identifies ways in which it can support and work with parents / carers to promote emotional wellbeing and mental fitness.			
The school offers a range of workshops or training opportunities for parents /carers to have a greater understanding of the mental wellbeing needs of their CYP.			
How does the setting sensitively reduce stigma?			

## Graduated Approach

We aim that every school and educational setting is able to identify CYP at risk or with mental wellbeing issues, and gain consent to access the appropriate emotional wellbeing and mental health intervention suitable to their individual needs.

<i>8. How does the school or college ensure quality first universal provision? How does it accurately identify and match their entitlement through effective identification of CYP who would benefit from a graduated approach ensure appropriate referral to support services?</i>	Yes	No	Evidence / comment / further support required
School staff are aware of, and understand, risk factors and protective characteristics and how they may impact on mental health and can evidence a proactive, relational stance.			
School staff are aware of, and can recognise, basic warning signs that a student might need mental health support and know how to report any concerns.			
School staff are aware of which members of staff can refer CYP to external agencies, including School Health Service, Educational Psychology, child and adolescent mental health services.			
There is effective communication with external agencies to understand how the school can support a CYP's care plan.			
There is a clear pathway to A&E for self-harm and suicide.			
Does the safeguarding policy allow for open conversations with young people who maybe a suicide risk?			
Is anyone trained in ASSIST (suicide prevention)?			
Is there consistency and cohesion across policies, staff training, etc and the capacity to recognise and accommodate individual circumstances?			

## Appendix A - Mental Wellbeing Improvement Plan: template

Mental Health Lead: \_\_\_\_\_

Date: \_\_\_\_\_

**Vision and aims:** [Brief statement which includes summary of strengths and acknowledgement of priority areas for development.]

	Strengths	Area for Future Development	Training / Support Required	Outcomes and Evidence	Next Steps and Actions	Lead	Review Date
Leadership and Management							
Ethos and Environment							
Curriculum, Teaching and Learning and Engagement							
Student (CYP) Voice							
Staff Development							
Assess Need and Monitor Impact							
Parents and Carers							
Graduated Approach							

## Notes

For further information on the *engage in their future* Mental Wellbeing Audit, please visit:

**[engageintheirfuture.org](http://engageintheirfuture.org)**

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