



*Supporting a Whole School Approach*

# MENTAL HEALTH AND WELLBEING AUDIT

## INTRODUCTION

Before you embark on a project to address issues impacting mental health and wellbeing in your school, it is useful to start with an audit. This will help you map all the things your school is already doing and how the project will complement and fit in with these. It also enables you to clearly see which staff are already leading in specific areas and who you could approach for support or guidance.

This free resource includes everything you need to complete a mental health and wellbeing audit. Included are questionnaires for staff, parents, children and young people and guidance on how to analyse and interpret the findings so that new initiatives can be identified. The audit includes a range of questions linked to each of the 8 different areas and a template for you to record the evidence and benchmark against best practice.



## STAFF QUESTIONNAIRE

As a Senior Leadership Team we believe it is of real importance to support the mental health and wellbeing of staff, children and parents. We are very aware that we do some things well and that there are other areas we are working on and trying to develop.

We are undertaking an audit of the work we already have in place so that we can develop the provision and way we work over the year ahead. To ensure that we collect information from across our community we are asking you as members of our staff team to complete this short questionnaire.

Using a scale of Red, Amber and Green, please provide your rating of the school's performance for each of the statements. Please try to respond as honestly as possible and describe the evidence you have for giving this rating. Where possible, please suggest any ideas you might have for improving the provision.

**Red** Disagree

**Amber** Neither disagree nor agree

**Green** Agree

STATEMENT	CHOOSE YOUR RATING . . .	I KNOW THIS BECAUSE . . .	THIS COULD BE EVEN BETTER IF . . .
I believe that emotional wellbeing and mental health are important areas for the school to address.	<b>Red</b> <b>Amber</b> <b>Green</b>		
I believe that our school has an important role to play in the positive emotional wellbeing and mental health of my child.	<b>Red</b> <b>Amber</b> <b>Green</b>		
I understand the importance of emotional wellbeing and mental health and how they can affect children's ability to learn and manage in school.	<b>Red</b> <b>Amber</b> <b>Green</b>		
I understand how I as a teacher can contribute to the emotional wellbeing and mental health of children within the school environment.	<b>Red</b> <b>Amber</b> <b>Green</b>		





I believe that everyone involved with our school needs to support and look out for each other when it comes to emotional wellbeing and mental health. This includes staff, parents and children and young people.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I believe our school really cares about the emotional wellbeing and mental health of everyone involved with the school. This includes all the people who work within the school, the children and the parents and carers.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think the school values emotional wellbeing and mental health and understands their importance to children's learning.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think the school values emotional wellbeing and mental health and understands their importance to behaviour.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
Our school actively encourages all staff to be open about how they are feeling.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I would feel comfortable talking about my own emotional wellbeing and mental health with people in school if I needed to.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I believe that increasing the knowledge and understanding of staff in the areas of mental health and wellbeing is a priority for the school.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		

I believe that I have the knowledge and skills needed to address the emotional wellbeing and mental health of the children and young people I teach/work with.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I feel able to identify signs of emotional or mental distress in both pupils and colleagues.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I feel comfortable in knowing what to do next if I see someone with signs of emotional or mental distress.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I believe the school offers good quality support for children and young people with emotional wellbeing and mental health difficulties.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		

Name:	I wish to be anonymous	Date
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## STAFF QUESTIONNAIRE RESULTS

	<b>Red</b> Disagree	<b>Amber</b> Neither disagree nor agree	<b>Green</b> Agree
<b>STATEMENT</b>	<b>RED</b>	<b>AMBER</b>	<b>GREEN</b>
I believe that emotional wellbeing and mental health are important areas for the school to address.			
I believe that our school has an important role to play in the positive emotional wellbeing and mental health of my child.			
I understand the importance of emotional wellbeing and mental health and how they can affect children’s ability to learn and manage in school.			
I understand how I as a teacher can contribute to the emotional wellbeing and mental health of children within the school environment.			
I believe that everyone involved with our school needs to support and look out for each other when it comes to emotional wellbeing and mental health. This includes staff, parents and children and young people.			
I believe our school really cares about the emotional wellbeing and mental health of everyone involved with the school. This includes all the people who work within the school, the children and the parents and carers.			
I think the school values emotional wellbeing and mental health and understands their importance to children’s learning.			
I think the school values emotional wellbeing and mental health and understands their importance to behaviour.			
Our school actively encourages all staff to be open about how they are feeling.			

I would feel comfortable talking about my own emotional wellbeing and mental health with people in school if I needed to.			
I believe that increasing the knowledge and understanding of staff in the areas of mental health and wellbeing is a priority for the school.			
I believe that I have the knowledge and skills needed to address the emotional wellbeing and mental health of the children and young people I teach/work with.			
I feel able to identify signs of emotional or mental distress in both pupils and colleagues.			
I feel comfortable in knowing what to do next if I see someone with signs of emotional or mental distress.			
I believe the school offers good quality support for children and young people with emotional wellbeing and mental health difficulties.			
Total number of forms returned			
Date			





## PARENTS' QUESTIONNAIRE

All staff within our school are very aware of the importance of supporting children's mental health and wellbeing. We are very aware that we do some things well and that there are other areas we are working on and trying to develop.

We are undertaking an audit of the work we already have in place so that we can develop the provision and way we work over the year ahead. To ensure that we collect information from across our community we are asking you as parents and carers to complete this short questionnaire.

Using a scale of Red, Amber and Green, please provide your rating of the school's performance for each of the statements. Please try and respond as honestly as possible and describe the evidence you have for giving this rating. Where possible, please suggest any ideas you might have for improving the provision.

**Red** Disagree

**Amber** Neither disagree nor agree

**Green** Agree

STATEMENT	CHOOSE YOUR RATING . . .	I KNOW THIS BECAUSE . . .	THIS COULD BE EVEN BETTER IF . . .
I believe that emotional wellbeing and mental health are important areas for the school to address.	<b>Red</b> <b>Amber</b> <b>Green</b>		
I believe that our school has an important role to play in the positive emotional wellbeing and mental health of my child.	<b>Red</b> <b>Amber</b> <b>Green</b>		
I understand the importance of emotional wellbeing and mental health and how they can affect my child's ability to learn and manage in school.	<b>Red</b> <b>Amber</b> <b>Green</b>		
I understand how I as a parent can contribute to the emotional wellbeing and mental health of my child within the school environment.	<b>Red</b> <b>Amber</b> <b>Green</b>		
I believe that everyone involved with our school needs to support and look out for each other when it comes to emotional wellbeing and mental health. This includes staff, parents and children and young people.	<b>Red</b> <b>Amber</b> <b>Green</b>		

I believe our school really cares about the emotional wellbeing and mental health of everyone involved with the school. This includes all the people who work within the school, the children and the parents and carers.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think the school values emotional wellbeing and mental health and understands their importance to learning.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think the school values emotional wellbeing and mental health and understands their importance to behaviour.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
Our school actively encourages parents to be open about how they and their children are feeling.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I would feel comfortable talking about my own emotional wellbeing and mental health with people in school if I needed to.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I would feel comfortable talking about my child's emotional wellbeing and mental health with staff in school if I needed to.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
The school asks for my thoughts, opinions, views and needs about its approach to emotional wellbeing and mental health, and it listens to my voice.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		

Name:	I wish to be anonymous	Date
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## PARENTS' QUESTIONNAIRE RESULTS

	<b>Red</b> Disagree	<b>Amber</b> Neither disagree nor agree	<b>Green</b> Agree
<b>STATEMENT</b>	<b>RED</b>	<b>AMBER</b>	<b>GREEN</b>
I believe that emotional wellbeing and mental health are important areas for the school to address.			
I believe that our school has an important role to play in the positive emotional wellbeing and mental health of my child.			
I understand the importance of emotional wellbeing and mental health and how they can affect my child's ability to learn and manage in school.			
I understand how I as a parent can contribute to the emotional wellbeing and mental health of my child within the school environment.			
I believe that everyone involved with our school needs to support and look out for each other when it comes to emotional wellbeing and mental health. This includes staff, parents and children and young people.			
I believe our school really cares about the emotional wellbeing and mental health of everyone involved with the school. This includes all the people who work within the school, the children and the parents and carers.			
I think the school values emotional wellbeing and mental health and understands their importance to learning.			

I think the school values emotional wellbeing and mental health and understands their importance to behaviour.			
Our school actively encourages parents to be open about how they and their children are feeling.			
I would feel comfortable talking about my own emotional wellbeing and mental health with people in school if I needed to.			
I would feel comfortable talking about my child's emotional wellbeing and mental health with staff in school if I needed to.			
The school asks for my thoughts, opinions, views and needs about its approach to emotional wellbeing and mental health, and it listens to my voice.			
Total number of forms returned			
Date			





## YOUNG PEOPLE'S QUESTIONNAIRE

As a school we believe it is really important to support staff, children and parents with their mental health and wellbeing.

We know that there are some things we do really well. We also know that there are some areas in which we could do better.

We are collecting information on what you think so that we can get better in the way we work during the year. It is really important for us to hear what you think and why, so we would like it if you would fill out this questionnaire.

Using a scale of Red, Amber and Green, please tell us what you think about how we are doing. Please try and respond as honestly as possible and tell us what makes you think this. If you have any ideas you think would make what we do better, please tell us.

**Red** Disagree

**Amber** Neither disagree nor agree

**Green** Agree

STATEMENT	CHOOSE YOUR RATING . . .			I KNOW THIS BECAUSE . . .	THIS COULD BE EVEN BETTER IF . . .
In our school, we learn about how important it is to talk about our feelings and emotions.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
My teachers help my class talk about how we are feeling.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think my school really cares about me and how I am feeling.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I can tell when someone is feeling sad, angry, happy or worried.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I believe I can make a difference if someone else is feeling worried or unhappy.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		

I think my school really cares about all the children who come here and how they are feeling.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I would be able to talk to a member of staff in school about how I was feeling if needed to.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
If I get upset one of the teachers always notices and tries to help me.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
If something happens on the playground I feel able to talk to the staff on duty about it.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
The staff on duty at playtime and lunchtime help me sort things out if I need them to.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think my teachers know when I am feeling worried or unhappy.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I can get help in my school when I am feeling worried or unhappy.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think my school really cares about what I think and asks and listens to what I have to say.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
Name:	I wish to be anonymous			Date	





## YOUNG PEOPLE'S QUESTIONNAIRE RESULTS

As a school we believe it is really important to support staff, children and parents with their mental health and wellbeing.

We know that we do some things really well. We also know that there are some areas in which we could do better.

We are collecting information on what you think so that we can get better in the way we work during the year. It is really important for us to hear what you think and why, so we would like it if you would fill out this questionnaire.

Using a scale of Red, Amber and Green, please tell us what you think about how we are doing. Please try and respond as honestly as possible and tell us what makes you think this. If you have any ideas you think would make what we do better, please tell us.

**Red** Disagree

**Amber** Neither disagree nor agree

**Green** Agree

STATEMENT	RED	AMBER	GREEN
In our school, we learn about how important it is to talk about our feelings and emotions.			
My teachers help my class talk about how we are feeling.			
I think my school really cares about me and how I am feeling.			
I can tell when someone is feeling sad, angry, happy or worried.			
I believe I can make a difference if someone else is feeling worried or unhappy.			
I think my school really cares about all the children who come here and how they are feeling.			

I would be able to talk to a member of staff in school about how I was feeling if needed to.			
If I get upset one of the teachers always notices and tries to help me.			
If something happens on the playground I feel able to talk to the staff on duty about it.			
The staff on duty at playtime and lunchtime help me sort things out if I need them to.			
I think my teachers know when I am feeling worried or unhappy.			
I can get help in my school when I am feeling worried or unhappy.			
I think my school really cares about what I think and asks and listens to what I have to say.			
Total number of forms returned			
Date			





## CHILDREN'S QUESTIONNAIRE

As a school we believe it is really important to support staff, children and parents with their mental health and wellbeing.

We know that we do some things really well. We also know that there are some areas in which we could do better.

We are collecting information on what you think so that we can get better in the way we work during the year. It is really important for us to hear what you think and why, so we would like it if you would fill out this questionnaire.

Using a scale of Red, Amber and Green, please tell us what you think about how we are doing. Please try and respond as honestly as possible and tell us what makes you think this. If you have any ideas you think would make what we do better, please tell us.

**Red** Disagree

**Amber** Neither disagree nor agree

**Green** Agree

STATEMENT	CHOOSE YOUR RATING . . .			I KNOW THIS BECAUSE . . .	THIS COULD BE EVEN BETTER IF . . .
In our school, we learn about how important it is to talk about our feelings and emotions.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
My teacher helps my class talk about how we are feeling.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think my school really cares about me and how I am feeling.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I can tell when someone is feeling sad, angry, happy or worried.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I believe I can make a difference if someone else is feeling worried or unhappy.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		

I think my school really cares about all the children who come here and how they are feeling.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I would be able to talk to a member of staff in school about how I was feeling if needed to.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
If I get upset one of the teachers always notices and tries to help me.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
If something happened at playtime I would be able to talk to the staff on duty.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
If I get upset at playtime people notice and try and help me.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think my teachers know when I am feeling worried or unhappy.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I can get help in my school when I am feeling worried or unhappy.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
I think my school really cares about what I think and asks and listens to what I have to say.	<b>Red</b>	<b>Amber</b>	<b>Green</b>		
Name:	I wish to be anonymous			Date	





## CHILDREN'S QUESTIONNAIRE RESULTS

	<b>Red</b> Disagree	<b>Amber</b> Neither disagree nor agree	<b>Green</b> Agree
<b>STATEMENT</b>	<b>RED</b>	<b>AMBER</b>	<b>GREEN</b>
In our school, we learn about how important it is to talk about our feelings and emotions.			
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I would be able to talk to a member of staff in school about how I was feeling if needed to.			
If I get upset one of the teachers always notices and tries to help me.			
If something happened at playtime I would be able to talk to the staff on duty.			
If I get upset at playtime people notice and try and help me.			
I think my teachers know when I am feeling worried or unhappy.			
I can get help in my school when I am feeling worried or unhappy.			
I think my school really cares about what I think and asks and listens to what I have to say.			
Total number of forms returned			
Date			

# Mental health and wellbeing audit

**Name of school:**

**Completed by:**

**Date:**

**Shared with SLT:**

**Shared with governors:**





## Why is supporting mental health and wellbeing important?

It is now understood that a child's emotional health and wellbeing influence not only their cognitive ability and development but also their physical and social health and mental wellbeing into adulthood. Children and young people's mental health and wellbeing include:

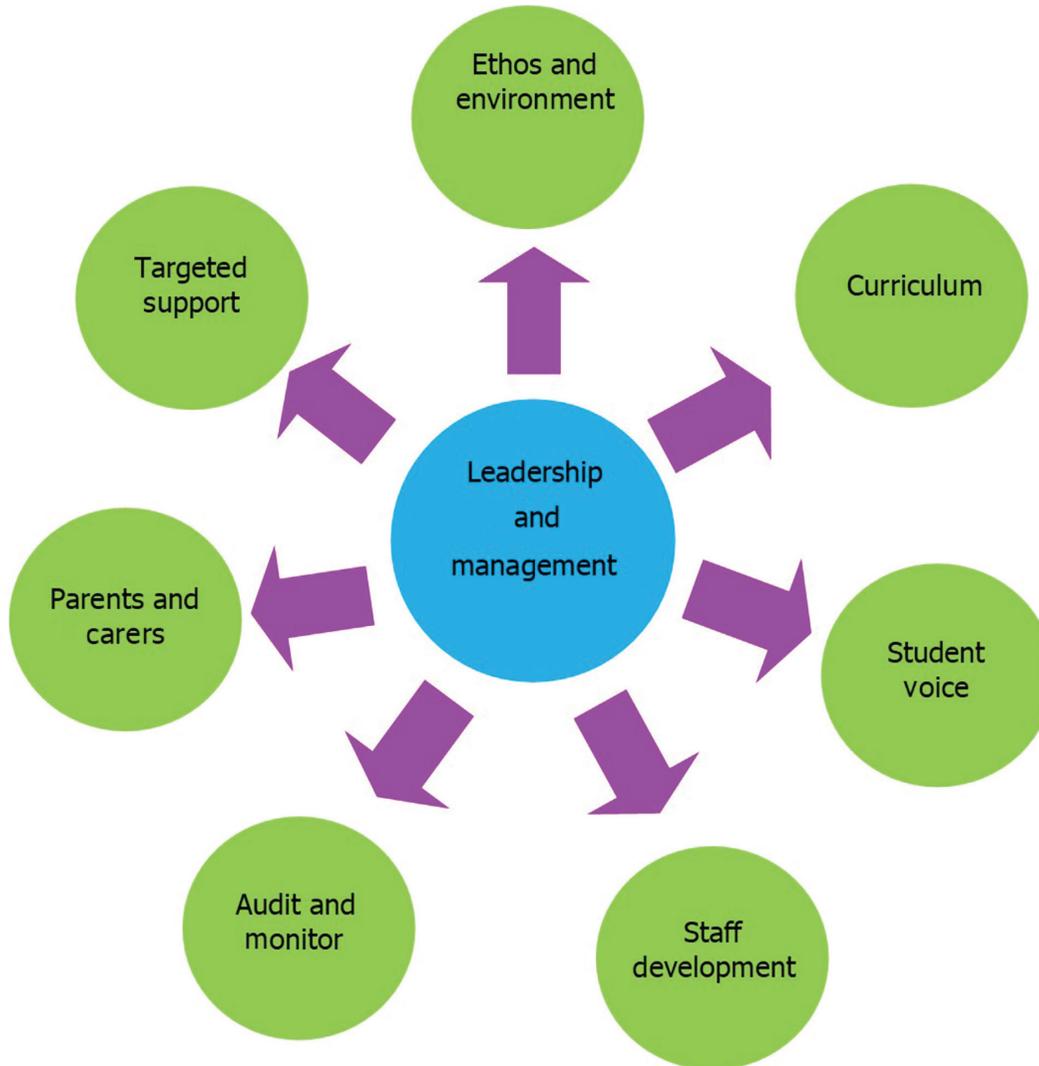
- ◆ the ability to develop psychologically, emotionally, creatively, intellectually and spiritually
- ◆ the capacity to initiate, develop and sustain mutually satisfying personal relationships
- ◆ the ability to become aware of others and empathise with them
- ◆ the ability to play and learn
- ◆ the ability to develop a moral sense of what is right and wrong
- ◆ the ability to be able to face and resolve problems and setbacks and learn from them
- ◆ the ability to both use and enjoy solitude

DfE, 2016

Poor mental health in childhood has an impact on future health and social and personal outcomes. It is estimated that one in ten 5- to 16-year-olds have a diagnosed mental health disorder and that almost 1 in 4 show some evidence of mental ill health, including anxiety and depression. Half of all mental health problems in adults manifest by the age of 14 and 75% by the age of 24. Suicide is the most common cause of death for young boys aged 5–19 years and the second most common for girls of the same age.

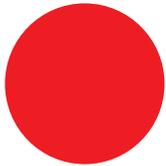
## Guidance for completing the audit

In 2015 Public Health England and the Children's and Young People's Mental Health Coalition identified 8 key principles for emotional health and wellbeing. At the heart of these are leadership and management.

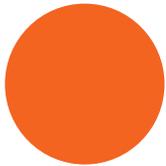




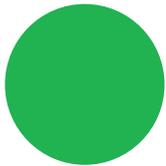
Based on good practice, the following audit tool enables schools to judge how they are developing positive mental health and wellbeing initiatives within their school. For each criterion you can grade your performance as Red, Amber or Green.



**RED** means that you do not meet any aspects of the criteria used to describe this area.



**AMBER** means that you partly meet the criteria



**GREEN** means that you fully meet the criteria.

The first column shows the area being considered, the second column describes what best practice would look like and the final column is for evidence demonstrating the RAG rating you have given.

The 8 areas explored match the 8 key principle areas identified by Public Health England and the Children's and Young People's Mental Health Coalition.

## Leadership and management

CRITERIA	BEST PRACTICE	SCHOOL RAG RATING	SCHOOL EVIDENCE
Leadership and management are visibly committed to promoting emotional and mental health and wellbeing within the whole school environment.	1.1 As a school we have a named member of staff from the Senior Leadership Team (SLT) who has overall responsibility for social and emotional health and wellbeing and mental health, and all staff are aware of who this is.		
	1.2 As a school we have a named school Governor who supports policy development and monitors social and emotional health and wellbeing and mental health outcomes.		
	1.3 SLT and the governing body model positive attitudes and behaviours that promote mental health and wellbeing.		
	1.4 Mental health and wellbeing are prominently referenced within school improvement plans, policies and practices (e.g. safeguarding, confidentiality, PSHE, behaviour and rewards, anti-bullying, inclusion, SRE, SEN, health and safety, E Safety, drug and alcohol education, self-harm, equality)		





	1.5 As a school we have a mental health and wellbeing policy in place that clearly sets out how we support children and young people, parents and staff.		
	1.6 There are a range of systems in place to support staff wellbeing and positive mental health.		
	1.7 There are opportunities for staff to undergo training on emotional literacy and mental health issues.		
	1.8 There are systems in place to help staff support each other and contribute to the team.		
	1.9 Staff feel supported by colleagues in managing difficult day-to-day events.		
<b>Overall RAG rating for the area of leadership and management:</b>			



**Actions required to move this area forward:**

A large empty rectangular box for writing or drawing, intended for detailing actions required to move the area forward.





## School ethos and environment

<b>CRITERIA</b>	<b>BEST PRACTICE</b>	<b>SCHOOL RAG RATING</b>	<b>SCHOOL EVIDENCE</b>
School ethos and environment that demonstrate respect and value diversity	2.1 Stigma associated with mental health problems is challenged		
	2.2 School uses assemblies and special focus days/weeks to explore different areas that impact mental health and wellbeing (anti-bullying week, mental health and wellbeing week, national day of kindness)		
	2.3 The school has an anti-bullying and discrimination culture supported by planned curriculum opportunities.		
	2.4 The school has a range of effective responses if bullying or discrimination occurs.		
	2.5 The school promotes inclusion, connectedness and belonging in a variety of ways amongst staff and children.		

	<p>2.6 Support is available for all members of the school community and is clearly signposted on the website and prospectus. All pupils, parents and staff know what to do if they need to talk to someone.</p>		
	<p>2.7 Younger children are supported by older children and young people in a variety of ways, both on and off the playground.</p>		
	<p>2.8 Lunch areas, toilets, playgrounds and corridors are clean and pleasant for staff, children and parents. Children feel safe both inside and on the playground.</p>		
	<p>2.9 Staff have a clean and comfortable space to relax and to plan and work.</p>		

**Overall RAG rating for the area of leadership and management:**



**Actions required to move this area forward:**



## Curriculum, teaching and learning

CRITERIA	BEST PRACTICE	SCHOOL RAG RATING	SCHOOL EVIDENCE
Curriculum, teaching and learning	3.1 School provides co-ordinated and valued learning opportunities to teach about social and emotional wellbeing and positive mental health through PSHE and SRE as well as through other dedicated curriculum opportunities and activities.		
	3.2 Staff receive appropriate training to support them in delivering positive learning about mental health and wellbeing.		
	3.3 Classroom climates are respectful and participative for all.		
	3.4 Consideration is given to how the individual needs of all children and young people, including vulnerable children, children with special educational needs and disabilities and children with English as an additional language, are met and developed.		
	3.5 All children and young people's achievements, not just academic ones, are celebrated within the school community.		
	3.6 Assessments are carried out in ways that boost children and young people's self-confidence and motivate learning.		





	<p>3.7 Books, posters and resources are on display or available, facilitating discussion of common themes, such as divorce, losing friends, fear, anger and change.</p>		
	<p>3.8 Pupil progress meetings have emotional wellbeing as one of their focus areas. Staff are aware of the procedures to follow when they are concerned about children and young people's emotional wellbeing.</p>		
	<p>3.9 There are suitable resources available for identifying individual and group needs for additional support in developing emotional literacy and social competencies.</p>		
<p><b>Overall RAG rating for the area of leadership and management:</b></p>			



**Actions required to move this area forward:**

A large empty rectangular box for writing or drawing, intended for detailing actions required to move the area forward.





## Pupil voice

CRITERIA	BEST PRACTICE	SCHOOL RAG RATING	SCHOOL EVIDENCE
Pupil voice	4.1 As a school we ensure that children and young people have the opportunity to express their views and influence decisions on all aspects of school life that affect their mental health and wellbeing. This includes engagement with children at an individual level as well as collectively – for example when developing curriculum activities and content and providing pupil support.		
	4.2 Providing the forums and mechanisms for children and young people to participate, such as School Council, Equalities Team, Wellbeing Champions, Peer Mentoring and Eco Warriors.		
	4.3 The school development plan contains targets that reflect priorities identified by children and young people.		
	4.4 Staff create opportunities to consult with children and young people about their learning.		
	4.5 Opportunities for peer support are maximised.		
	4.6 A whole school assessment on emotional and mental health and wellbeing is undertaken each year, with the data feeding into the provision that is developed to support children and young people.		



<p><b>Overall RAG rating for the area of leadership and management:</b></p>
<p><b>Actions required to move this area forward:</b></p>





## Staff wellbeing and development

CRITERIA	BEST PRACTICE	SCHOOL RAG RATING	SCHOOL EVIDENCE
Staff wellbeing and development	5.1 Staff mental health and wellbeing are highly valued and promoted.		
	5.2 Staff in key roles are suitably trained and engaged in regular supervision.		
	5.3 A range of training opportunities are available to staff, including courses and e-based learning. Staff receive appropriate training to support them in delivering positive learning about social and emotional competencies and mental health and wellbeing.		
	5.4 Staff wellbeing is a key area in all performance management meetings and forms a target for each staff member.		
	5.5 A staff wellbeing policy is in place that clearly indicates how staff are supported within the school and signposts to other outside support.		
	5.6 Staff surveys are conducted once a year to collect staff views, and the data from this are clearly seen within the school development plan.		



<p><b>Overall RAG rating for the area of leadership and management:</b></p>
<p><b>Actions required to move this area forward:</b></p>





## Identifying need and monitoring impact

<b>CRITERIA</b>	<b>BEST PRACTICE</b>	<b>SCHOOL RAG RATING</b>	<b>SCHOOL EVIDENCE</b>
Identifying need and monitoring impact	6.1 Local- and school-level data are accessed, analysed and used to influence practice, provision and training.		
	6.2 Validated assessments are used to assess children and young people's wellbeing each year. The data collected inform how the provision will develop.		
	6.3 Curriculum interventions are evaluated to assess impact and direct how the provision will develop in the future.		
	6.4 The needs of children and young people vulnerable to mental health problems – including those with adverse childhood experiences (ACEs) as well as black minority ethnic (BME) and lesbian, gay, bisexual and transgender (LGBT) young people – are recognised and addressed.		
	6.5 Vulnerable children and young people have a safe place to go at times of difficulty.		
	6.6 The school has effective procedures in place to prevent exclusions for those children at risk.		

	<p>6.7 There are effective working relationships in place with outside agencies.</p>		
	<p>6.8 There are effective systems in place to facilitate collaboration between different agencies in complex cases.</p>		
<p><b>Overall RAG rating for the area of leadership and management:</b></p>			
<p><b>Actions required to move this area forward:</b></p>			





## Working with parents and carers

<b>CRITERIA</b>	<b>BEST PRACTICE</b>	<b>SCHOOL RAG RATING</b>	<b>SCHOOL EVIDENCE</b>
Working with parents and carers	7.1 Parents and carers are regularly provided with accessible information about mental health and wellbeing policies and procedures and how to access services.		
	7.2 Parents and carers are regularly offered opportunities to participate in events at school that will deepen their understanding of mental health and wellbeing and support their parenting and family life.		
	7.3 Parents and carers are involved in all support provided by the school as well as decisions about their child in regard to mental health and wellbeing.		
	7.4 The school provides additional support to families through a range of activities, such as Family Support Work, Parent/Carer Groups and Family Groups.		
	7.5 A range of people from the local community are involved in activities within the school.		
	7.6 Parents feel able to let the school know of home stresses that might be impacting on the learning of their child.		

	<p>7.7 Parents are offered information in an accessible way on how the school is supporting their child's social and emotional wellbeing.</p>		
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**Overall RAG rating for the area of leadership and management:**

**Actions required to move this area forward:**





## Targeted support

CRITERIA	BEST PRACTICE	SCHOOL RAG RATING	SCHOOL EVIDENCE
Targeted support	8.1 The school ensures that all children and young people understand where and how they can access help and support both in and outside of school through the use of prominent signposting, posters, internet websites, planners, etc.		
	8.2 All staff are aware of and understand the risk factors for mental health problems and are able to recognise basic warning signs that suggest a child or young person may need help or support.		
	8.3 All staff are aware of the value and importance of listening to children and young people who are in distress and are supported to help a child or young person who approaches them for help whilst maintaining safeguarding procedures.		
	8.4 All staff are aware of when and to whom (e.g. nominated member of staff) a pupil should be referred if mental health and wellbeing problems are escalating or causing concern.		
	8.5 All staff have undergone conflict resolution training to support them in their work repairing relationships with children and young people.		
	8.6 Following an incident staff and young people engage in an enquiring process that is aimed at restoring relationships.		

	<p>8.7 There are formal systems in place whereby structured meetings (i.e. restorative conferences) can take place and key participants can hear each other's stories and find a mutually acceptable way to repair harm done.</p>		
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**Overall RAG rating for the area of leadership and management:**

**Actions required to move this area forward:**





## Mental health and wellbeing questionnaire results

<b>CONTEXT: Mental health and Wellbeing Champions project</b>		
<b>Specific objective:</b> To collect information from teachers, support staff, parents and children and young people in connection with the Mental Health and Wellbeing support the school has in place.		
<b>Wellbeing Champions Facilitator:</b>		
<b>Support staff:</b>		
<b>SLT link person:</b>		
<b>Top three things people believe the school does well in relation to mental health and wellbeing</b>		
<b>STAFF</b>	<b>PARENTS</b>	<b>CHILDREN</b>





## WHAT NEXT?

### WELLBEING CHAMPIONS

Creating a **Wellbeing Champion** in your school is a great way to take the findings from your audit and address bullying or any other issues that have been highlighted. It can be used to help create a mentally healthy school that promotes both positive mental health and addresses supports mental ill health. It involves putting peer- to peer support at the heart of your approach and helps you to find out what is specifically needed within the educational environment you are part of.

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