Mental Health

Public Health Programme in Schools

Bath & North East Somerset
Public Health Programme in Schools

Mental Health and Wellbeing Audit

School name:

Completed by:

Date completed:

Review date:

**Bath & North East
Somerset Council**

Why is supporting mental health and wellbeing important?

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.

Children and young people's good mental health includes:

✔ **The ability to develop psychologically, emotionally, creatively, intellectually and spiritually.**

✔ **The capacity to initiate, develop and sustain mutually satisfying personal relationships.**

✔ **The ability to be aware of others and empathise with them.**

✔ **The ability to play and learn, with attainments that are appropriate to age and intellectual ability.**

✔ **A developing moral sense of right and wrong.**

✔ **The degree of any psychological distress and maladaptive behaviour being within the normal limits for the child's age and context.**

✔ **The ability to be able to face and resolve problems and setbacks, and learn from them.**[1]

Poor mental health in childhood impacts upon future health, social and personal outcomes. It is estimated that 1 in 10 five 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 with 75% by age 24. Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age.

1. Bath & North East Somerset CAMHS Transformation Plan 2016

Guidance for completing your audit

In 2015 Public Health England and the Children and Young People's Mental Health Coalition[2] identified eight key principles for emotional health and wellbeing. At the heart of these is leadership and management.

2. Public Health England and the Children and Young People's Mental Health Coalition 2015

Based on this example of good practice the following audit enables you to judge how you are delivering positive mental health and wellbeing priorities for your 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 criterion described and need to take action to move towards amber and green

AMBER
Means that you partly meet the criterion and need to take action to move towards green

GREEN
Means that you meet the criterion fully and will want to ensure that these remain embedded across all aspects of school life adapting to change as it occurs

Add evidence of how you are meeting the criterion at your chosen level in the evidence box.

If there are gaps in your audit, look at where you can go to for either local or national support. These are listed underneath each criterion.

You may also like to cross reference your evidence against the most recent Ofsted School Inspection handbook. Relevant sections of this document can be found at the end of the audit.

It is suggested that this audit is updated **at least every 2 years.**

Mental health and wellbeing criterion

Criteria	Best practice / green level	School evidence (insert)
1. Leadership and management are visibly committed to promoting emotional, mental health and wellbeing *See table below for Ofsted links* **School judgement** (tick as required) 🔴 🟠 🟢	**1.1** Have a named member of staff from the Senior Leadership Team (SLT) with overall responsibility for social and emotional health and wellbeing and mental health and all staff are aware of who this is	
	1.2 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 lead by example modelling positive attitudes and behaviours that promote mental health and wellbeing	
	1.4 Mental health and wellbeing is prominently referenced within school improvement plans, policies and practice (e.g. safeguarding, confidentiality, PSHE, behaviour & rewards, anti-bullying, inclusion, SRE, SEN, health & safety, E safety, drug and alcohol education, self-harm, equality)	

Mental health and wellbeing criterion

Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success	
Sources of information and support	Public Health England & Children & Young People's Mental Health Coalition (2017) Promoting Children and Young People's Emotional Health and Wellbeing. Heads Together – Mentally Healthy Schools DfE (2014) Mental Health and Behaviour in Schools DfE (2014) Preventing and Tackling Bullying Time to Change: A Whole School Approach to Mental Health - Guidance for School Leaders

Mental health and wellbeing criterion

Criteria	Best practice / green level	School evidence (insert)
2. School ethos and environment. **Demonstrating respect and value of diversity** *See table below for Ofsted links* **School judgement** (tick as required) 🔴 🟠 🟢	**2.1** Stigma associated with mental health problems is challenged	
	2.2 The school has an anti- bullying and discrimination culture supported by planned curriculum opportunities and effective responses when such things occur	
	2.3 The school engenders values of inclusion and connectedness and belonging amongst staff and pupils	
	2.4 Support is available and clearly promoted to all members of the school community including in the school prospectus and website. All pupils know what to do if they want to talk to someone or need advice on their personal wellbeing	

Mental health and wellbeing criterion

Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success	
Sources of information and support	Time to Change – Tackling Stigma Associated With Mental Health Problems in Schools DfE (2014) Preventing and Tackling Bullying How To Set Up An E-Team

Mental health and wellbeing criterion

Criteria	Best practice / green level	School evidence (insert)
3. Curriculum, teaching and learning *See table below for Ofsted links*	**3.1** Provide coordinated and valued learning opportunities to teach about social & emotional wellbeing and positive mental health for example through PSHE and other dedicated curriculum opportunities and campaigns	
School judgement (tick as required) 🔴 🟠 🟢	**3.2** Ensure staff receive appropriate training to support them in delivering positive learning about mental health and wellbeing *See also criterion 5.3*	
Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success		
Sources of information and support	Primary Positive Mental Health Resource B&NES Key Stages 3 & 4 and 6th Form Positive Mental Health Resource B&NES PSHE Association: Guidance On Preparing to Teach About Mental Health and Emotional Wellbeing (search mental health and wellbeing)	DEAL - Samaritans' teaching resources help schools develop the skills that young people need to cope with life's challenges Heads Together – Mentally Healthy Schools Jigsaw – Young People's Health in Mind (commercial product)

Mental health and wellbeing criterion

Criteria	Best practice / green level	School evidence (insert)
4 Pupil voice *See table below for Ofsted links*	**3.1** Ensure that all children and young people regularly have the opportunity to express their views and influence decisions on all aspects of school life that affect their mental health and wellbeing. This will include engagement with pupils at an individual level but also collectively for example when developing policies, deciding on appropriate curriculum content and providing pupil support, etc.	
School judgement (tick as required) 🔴 🟠 🟢	**4.2** Provide a mechanism for pupils to meaningfully participate in order to build confidence. Initiatives such as developing a School Council or setting up a pupil led equalities team (E-team) or similar.	
Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success		
Sources of information and support	How To Set Up An E-Team Heads Together Mentally Healthy Schools	Learn to Lead (commercial product) Smart School Councils (commercial product)

Mental health and wellbeing criterion

Criteria	Best practice / green level	School evidence (insert)
5. Staff wellbeing and development *See table below for Ofsted links*	**5.1** Staff mental health and wellbeing is highly valued and promoted	
School judgement (tick as required) 🔴 🟠 🟢	**5.2** Staff in key roles are suitably trained and engaged in regular supervision	
	5.3 A range of training opportunities are available to all staff including courses and e-based learning. Ensure staff receive appropriate training to support them in delivering positive learning about mental health and wellbeing *See also criterion 3*	

Mental health and wellbeing criterion

Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success	

Sources of information and support	**Staff wellbeing** Staff well being survey Staff Wellbeing Guidance Time to Change Employers Pledge Charlie Waller Memorial Trust Workplace Wellbeing Training Workplace Wellbeing Charter Five Ways to Wellbeing Mind: Mental Health at Work	**Training and resources for staff** Charlie Waller Memorial Trust Webinar based training and trainers for schools. Leafelts, booklets and posters MINDEd – free e-learnring for professionals working with children and young people Anna Freud National Centre for Children and Families; Schools in Mind

Mental health and wellbeing criterion

Criteria	Best practice / green level	School evidence (insert)
6. Identifying need and monitoring impact *See table below for Ofsted links* **School judgement** (tick as required) 🔴 🟠 🟢	**6.1** Local and school level data for example the School Health Education (SHEU) survey results about mental health and wellbeing is accessed, analysed and used to influence practice and provision	
	6.2 Validated tools are used to assess pupils' wellbeing	
	6.3 Curriculum and interventions are evaluated to assess impact and direct future development	
	6.4 The needs of those groups of children vulnerable to mental health problems are recognised and addressed including those with adverse childhood experiences (ACEs), lesbian, gay, bisexual, transgender (LGBT), black, minority, ethnic (BME) young people	

Mental health and wellbeing criterion

Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success	

Sources of information and support	B&NES Rainbow Survey Tool (under 8's)	**Data**
	B&NES Rainbow Survey Tool (over 8's)	Schools Health Education Unit (SHEU) Survey data
	Risk and protective factors for children and young people's mental health	B&NES Joint Strategic Needs Assessment (JSNA)
	Adverse Childhood Experiences (ACES)	Children and young People Mental Health and Wellbeing Local Profiles
	Heads Together – Mentally Healthy Schools	
	Anna Freud National Centre for Children and Families; Schools in Mind	

Mental health and wellbeing criterion

Criteria	Best practice / green level	School evidence (insert)
7. Working with parents and carers *See table below for Ofsted links*	**7.1** Parents & carers are regularly provided with accessible information about mental health and wellbeing policies, procedures and how to access services	
	7.2 Parents & carers are regularly offered opportunities to participate in events at school that will deepen their understanding on mental health and wellbeing and support their parenting and family life	
School judgement (tick as required) 🔴 🟠 🟢	**7.3** Parents and carers are involved in any support provided by the school or decisions about their child with regard to mental health	

Mental health and wellbeing criterion

Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success	
Sources of information and support	Young Minds Parent Helpline Charlie Waller Memorial Trust Materials for Parents MindEd for Families – free learning resources about mental health issues for families Heads Together Mentally Healthy Schools – advice for working with parents and families

Mental health and wellbeing criterion

Criteria	Best practice / green level	School evidence (insert)
8. Targeted support *See table below for Ofsted links*	**8.1** Ensure all pupils understand where they can access help and support both in and outside of school through prominent information and sign posting (i.e. posters / school planners/ website 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 pupil might need help and support	
	8.3 All staff are aware of the value of listening to pupils in distress and are supported to help a pupil who approaches them for help whilst mainlining 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	

School judgement
(tick as required)

Mental health and wellbeing criterion

	Best practice / green level	School evidence (insert)
8. Targeted support *See table below for Ofsted links*	**8.5** All staff are aware of the schools self-harm policy and know how to access B&NES Self-Harm Guidance and online HarmLESS assessment tool. SLT know how to access and use the B&NES resource *How to Cope Following a Suicide Guidance*	
Actions required to move forward Consider what you want to improve, by when, who will lead it and how you will measure success		
Sources of information and support	B&NES Support and Guidance for Young People Who Are Self-harming B&NES Guidance for Schools Following a Suicide KOOTH free online counselling Off The Record Child and Adolescent Mental Health Services – self referral process B&NES School Nursing Service	Papyrus: Prevention of Young Suicides Childline Samaritans The Mix Young Minds CALM Campaign Against Living Miserably (targeting men)

Ofsted School Inspection Handbook

Links to relevant sections of evaluation schedule and grade descriptors

Ofsted judgement	Evaluation schedule / grade descriptor	
Overall effectiveness: the quality and standards of education	**Schools are judged on** ✔ the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development	✔ the extent to which the education provided by the school meets the needs of the range of pupils at the school including pupils who have disabilities and pupils who have special educational needs
	Grade descriptor – Outstanding (1) ✔ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive	✔ Safeguarding is effective
Effectiveness of leadership and management	**Schools are judged on** ✔ how effectively leadership and management enable all pupils to overcome specific barriers to learning ✔ the extent to which they create a positive school ethos ✔ how well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this ✔ the quality of continuing professional development for teachers at the start and middle of their careers and later ✔ how well leaders and governors engage with parents and other stakeholders and agencies to support all pupils	✔ how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) , through their words, actions and influence within the school and more widely in the community ✔ the effectiveness of safeguarding ✔ the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

Ofsted School Inspection Handbook

Links to relevant sections of evaluation schedule and grade descriptors

Ofsted judgement	Evaluation schedule / grade descriptor
Effectiveness of leadership and management	**Grade descriptor – Outstanding (1)** ✔ Leaders and governors have created a culture that enables pupils and staff to excel. Relationships between staff and pupils are exemplary ✔ Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas ✔ Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement ✔ The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including social, physical and artistic learning ✔ Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour ✔ Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted ✔ Pupils are listened to and feel safe ✔ Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns ✔ Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan

Ofsted School Inspection Handbook

Links to relevant sections of evaluation schedule and grade descriptors

Ofsted judgement	Evaluation schedule / grade descriptor
Personal development and welfare	**Schools are judged on** ✔ pupil behaviour and personal development and welfare **Grade descriptor – Outstanding (1)** ✔ Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school ✔ Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view ✔ Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying ✔ Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language ✔ The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have ✔ Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation ✔ Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites ✔ Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society

Ofsted School Inspection Handbook

Links to relevant sections of evaluation schedule and grade descriptors

Ofsted judgement	Evaluation schedule / grade descriptor
Quality of teaching	**Schools are judged on** ✔ equality of opportunity and recognition of diversity are promoted through teaching and learning **Grade descriptor – Outstanding (1)** ✔ Pupils love the challenge of learning and are resilient to failure. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities ✔ Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience

Notes

Use this space for any additional notes you wish to make

Notes

Use this space for any additional notes you wish to make

For further information contact
Public_Health@bathnes.gov.uk