**Emotional Health and Resilience Charter Audit Support Notes (July 22)**

This audit is designed to give you a detailed picture of how your school supports positive emotional health and resilience for all pupils and staff. The Notes take the form of additional questions to help the self assessment process.

(References link to the DfE Staff Wellbeing Charter)

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| **Question Number** | **Question** | **Notes** |
| **Leadership and management**  that supports and champions efforts to promote emotional health and wellbeing | | |
| 1 | Does the leadership team demonstrate the school’s commitment to the Emotional Health agenda?  Yes, No, Partly | Is reference made to promoting Emotional Wellbeing in the school improvement plan, on the website, in newsletters, in the school’s vision statement?  Does a named member of staff have responsibility for emotional wellbeing and resilience across the organisation?  Is there a mental health lead in school who links with local support services?  Is there a member of the governing body with responsibility for emotional wellbeing and resilience?  Do you use specific funding to support pupils with particular emotional needs?  Do members of the senior staff support school events? |
| 2 | Is social and emotional wellbeing referenced in the following policies?  No,  Yes fully understood and implemented,  Yes partly understood and implemented  Behaviour and Rewards  Anti-bullying  Safeguarding/Child Protection  Confidentiality  RSHE/PSHE  SMSC  Discrimination  Equal Opportunities  Self-harm and suicide  Managing sudden bereavement  Disaster Recovery Plan  Bereavement | Do all staff and pupils have a shared understanding of how good behaviour is encouraged and rewarded? (8)  Note: Some of these policy statements may be found within other wider policies eg. confidentiality, self-harm, safeguarding.  Are Staff, Parents and Pupils fully aware of the policies and are representatives consulted while they are being updated?  How are new staff made aware of these policies?  Is an understanding of emotional health and resilience built into the induction process for new staff?  Are school support services informed and updated about school policies relating to emotional wellbeing?  For examples, counselling services, CAMHS, Educational Psychology, Supply staff, Community Public Health Nursing Service, Youth and Play, Services supporting SEND and LAC  Have the policies referenced the latest guidance documents?  RSE and Health Education draft statutory guidance 2018  Preventing and Tackling Bullying DfE 2017  Keeping Children Safe in Education DfE 2018  Mental Health and Behaviour in Schools DfE 2018  Equalities Act 2010  Supporting children with mental health issues - NSPCC guidance  Emergency planning and response – DfE 2015  Child Bereavement UK website  Are plans, systems and activities monitored and evaluated? |
| **Identifying Need and monitoring impact** | | |
| 3 | Are there procedures in place to assess and monitor the needs of students in relation to their emotional wellbeing and to measure the desired outcomes from interventions?  Yes, No, Partly | Examples of needs assessment procedures might include, pupil surveys, staff consultation, pupil focus groups, data collection.  Has the school used The Anna Freud Toolkit which provides examples of questionnaires that can be used with pupils to assess need and also to measure impact?  How are pupils with specific mental health needs identified?  How does the school assess need and measure impact in relation to selection for and outcomes of specific mental health referral services?  Are there follow up procedures to measure the impact of interventions and monitor outcomes? |
| **Ethos, culture and environment**  that promotes respect and values diversity | | |
| 4 | Is there is a culture of listening and support in school with a variety of opportunities for pupils and staff to access help and guidance?  Yes, No, Partly | Consider the effectiveness of the school pastoral support systems, eg. form tutors and class teachers, teaching assistants and learning mentors and how they help pupils experiencing bereavement or any other major life changes.  Do pupils know who they can go to and are able to access support easily?  Do pupils and staff feel they have someone to talk to in school?  Are positive relationships between pupils and between staff and between staff and pupils observed around school?  Do staff have a voice in decision-making including those with mental health issues? (5) |
| 5 | Does the school’s culture promote respect and value diversity?  Yes, No, Partly | How does the schools create an ethos of inclusivity and communication that ensures that all pupil’s concerns are addressed.  How does the school try to combat stigma and discrimination? (1)  How does the school challenge discriminatory language?  How are incidents of discrimination recorded and followed up?  Does the school have a supportive culture around flexible working? (7) |
| 6 | Does the school provide an environment where pupils feel safe and secure?  Yes, No, Partly | Are there areas of school specifically for quiet reflection,  e.g. calming room, playground quiet areas, gardens?  Are there areas suitable for 1:1 consultation sessions?  Are there posters around school about mental health issues. Eg. Tackling stigma?  Is there information around school about who children can talk to?  Do pupils understand the bullying policy of the school?  Does the school acknowledge the link between physical health and mental health by promoting healthy food, regular access to water and regular exercise?  Are staff supported to create calm and safe environments? (8) |
| 7 | Are pupils able to develop their confidence and self-esteem by taking responsibility both within and outside the classroom?  Yes, No, Partly | For example, Peer support/buddies, Anti-bullying ambassadors, House Captains/Responsibilities, Junior sports leaders, Volunteering, assemblies, school performances, charity events.  Does the school reward scheme reflect personal development as well as academic achievement? |
| **Student Voice** | | |
| 8 | Are there are opportunities for all children to express their views and influence decisions in relation to Emotional Health?  Yes, No, Partly | Does the school have systems in place to ensure that the views of all pupils are reflected across all areas of school life including those less vocal or visible?  For example, school council, year councils, focus groups, PSHE lessons, circle time, questionniares, surveys.  Do you consult pupils about the content of lessons on emotional wellbeing?  Do you consult pupils about the mechanisms for supporting pupil’s emotional wellbeing and mental health?  Do you consult pupils about ways they can take on responsibilities within school?  Are young people involved when making improvements to support procedures within school?  Have young people been involved in the wellbeing recovery plan? |
| **Curriculum, teaching and Learning**  to promote resilience and support social and emotional learning | | |
| 9 | In which year groups are dedicated lessons taught about social and emotional skills and strategies to build and maintain emotional wellbeing and resilience? Eg. How to manage and express feelings.  List year groups | This includes recognising and managing feelings, dealing with bullying, loss and bereavement, strategies for coping with change and with managing different relationships. Lessons on emotional resilience, coping with exam stress, the impact of social media on emotional health. Additional lessons realting to wellbeing recovery following the pandemic.  Does curriculum planning make use of quality assured curriculum resources?  e.g. SEAL, Zippy’s friends, GREAT project resources, PSHE Association resources, young minds resources, headspace, Mindfulness, Mental Health First Aid resources. |
| 10 | Are there places in the curriculum where the development of social and emotional skills are integrated within subject areas?  Yes, No, Partly | Eg. problem-solving, coping, conflict management/resolution, undersanding and manageing feelings. |
| 11 | Are there are opportunities for pupils to explore sensitive issues relating to emotional wellbeing in the curriculum?  Yes, No, Partly | e.g. self-harm, anorexia, bulimia, mental health conditions, online grooming, violence in teen relationships, domestic violence at home |
| 12 | Are there mechanisms in place to assess whether learning has taken place in relation to Emotional Health and Resilience?  Yes, No, Partly | How do you ensure that pupils are making progress in their development of social and emotional skills e.g. use of the PSHE entitlement framework, on-line surveys, questionnaires, draw and write, end of key stage statements?  Are assessment activities written into the scheme of work? |
| 13 | Is the provision for promoting Emotional Wellbeing and Resilience evaluated and the results acted upon in terms of relevance and effectiveness?  Yes, No, Partly | Are changes in provision made as a result of evaluation? |
| **Staff development, health and wellbeing** | | |
| 14 | Is there a system in place to support staff’s (including lead staff) own emotional health and wellbeing? (10)  Yes, No, Partly | Does the school provide opportunities for assessing the emotional health and wellbeing needs of staff using recognised tools? (11)  Do staff particularly those whose role is known to have significant emotional impact) have access to counselling services, buddy schemes, relaxation/yoga/mindfulness workshops, mentors?(1)  Are staff encouraged to reflect on their own emotional wellbeing and seek support when needed? (2)  How does the school address increasing workloads? (6)  Are staff supported to pursue professional development ideas and opportunities? (9)  Are staff aware of expectations for remote/out of hours working? (4)  Are staff supported appropriately when absent due to poor mental health as well as physical health? (1)  Does the school assess risk associated with work related stress for staff? (1)  What additional support was provided for staff to support the wellbeing for recovery plan? |
| 15 | Does the school have planned opportunities for CPD for all staff that focus on their responsibility to promote good mental health for pupils?  Yes, No, Partly | Have training events or staff meetings on emotional resilience for all staff taken place within the last year?  Are staff aware of their role in responding to emotional health issues?  Does the school have procedures for assessing staff confidence in delivering sessions on Emotional Wellbeing and Resilience?  Does the school have procedures for assessing staff confidence in supporting pupil’s emotional wellbeing and signposting to services where necessary?  Does the school evaluate the effectiveness of training both internal and out of school?  Are there opportunities for linking staff together as they provide pastoral support for pupils? (1) |
| 16 | Does the school have planned CPD opportunities on Mental Health for lead staff and those with identified responsibilities?  Yes, No, Partly | Have any members of staff accessed national and local training opportunities in the last year on identifying the early signs of emotional distress and when to signpost to local services?  Does the school evaluate the effectiveness of training for lead staff both internal and out of school?  Do line managers have the tools and resources to support staff wellbeing? (3) |
| 17 | Are there opportunities for staff to reflect on their practice following a CPD event?  Yes, No, Partly | Do staff have buddies to share practice?  Is there a follow up evaluation of a CPD event to identify the impact on staff and pupils? |
| **Support** | | |
| 18 | Are pupils with identified EHWB needs provided with effective small groups or 1-1 interventions as appropriate?  Yes, No, Partly | Examples include: nurture groups, anger management programmes,  Do children and young people report that the sessions are helpful?  Does the school have an ELSA? |
| 19 | Are key staff aware of the range of specific mental health needs of their pupils including SEND and LAC as well as specific situations and circumstances that can impact on their mental health?  Yes, No, Partly | How does the school ensure that key information is passed onto the appropriate members of staff?  Examples of specific circumstances for a child or their family include; sudden bereavement, domestic violence, drugs/alcohol misuse, a diagnosis, medical treatment, reponse to the pandemic. |
| 20 | Do staff know how and when to signpost pupils and/or make appropriate referrals for pupils with particular needs to appropriate services?  Yes, No, Partly | Do all staff have up-to-date information about local support services and what they can offer?  Do staff understand the mechanism of the referral pathways? |
| 21 | Does the school work alongside support services provided by the local authority or partner agencies that provide support for EHWB?  Yes, No, Partly | Examples include: counselling services, bereavement services, young carers, social services, educational psychologists, Community Public Health Nursing Service, services supporting SEND and LAC  Do the staff understand how they can best work with the support services? |
| 22 | Does the school have arrangements in place to support children for transition, transfer, change and loss?  Yes, No, Partly | How is information transferred as pupils move into a different class, key stage, school?  Is there a member of staff with responsibility for preparing pupils for transition?  How do you support pupils who are experiencing life changes at home eg, moving home, separation from family members?  How do you support pupils following a sudden bereavement or crisis event?  Have you referred to the guidance materials highlighted in the policy section? |
| **Working with parents/carers** | | |
| 23 | Does the school have a system that ensures prompt reporting back to parents/carers on any concerns raised?  Yes, No, Partly | Who has responsibility for ensuring that parents are informed about issues relating to the emotional wellbeing of their children? |
| 24 | Are parents/carers aware of support available for mental health and emotional wellbeing of their children?  Yes, No, Partly | Examples include: through the school website, social media, notice boards, leaflets and newsletters.  School policies, local services, school workshops. |
| 25 | Does the school engage with parents/carers to help them support their children’s emotional mental health?  Yes, No, Partly | How is the parents’/carers’ voice heard in connection with the emotional health of their children?  How do parents work alongside the school on issues relating to emotional health?  Are there any information/training opportunities for parents/carers? |
| 26 | Does the school have specific interventions to work closely with vulnerable families and help them to access appropriate support?  Yes, No, Partly | Do you have a way of identifying the support needs of a family including support following the pandemic?  How do you share information with other agencies concerning the needs of a specific family?  Example of an intervention: Family workers working closely with vulnerable families, helping them to access the most appropriate support |