**Emotional Health and Resilience Charter Audit (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.

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| **Question Number** | **Question** | **Evidence** | **Actions** |
| **Leadership and Management** | |  |  |
| 1 | Does the leadership team demonstrate the school’s commitment to the Emotional Health agenda?  Yes, No, Partly |  |  |
| 2 | Is social and emotional wellbeing referenced in the following school 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 |  |  |
| **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 |  |  |
| **Ethos, culture and environment** | |  |  |
| 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 |  |  |
| 5 | Does the school’s culture promote respect and value diversity?  Yes, No, Partly |  |  |
| 6 | Does the school provide an environment where pupils feel safe and secure?  Yes, No, Partly |  |  |
| 7 | Are pupils able to develop their confidence and self-esteem by taking responsibility both within and outside the classroom?  Yes, No, Partly |  |  |
| **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 |  |  |
| **Curriculum , teacing and 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 |  |  |
| 10 | Are there places in the curriculum where the development of social and emotional skills are integrated within subject areas?  Yes, No, Partly |  |  |
| 11 | Are there are opportunities for pupils to explore sensitive issues relating to emotional wellbeing in the curriculum?  Yes, No, Partly |  |  |
| 12 | Are there mechanisms in place to assess whether learning has taken place in relation to Emotional Health and Resilience?  Yes, No, Partly |  |  |
| 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 |  |  |
| **Staff development, health and wellbeing** | |  |  |
| 14 | Is there a system in place to support staff’s own emotional health and wellbeing?  Yes, No, Partly |  |  |
| 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 |  |  |
| 16 | Does the school have planned CPD opportunities on Mental Health for lead staff and those with identified responsibilities?  Yes, No, Partly |  |  |
| 17 | Are there opportunities for staff to reflect on their practice following a CPD event?  Yes, No, Partly |  |  |
| **Support** | |  |  |
| 18 | Are pupils with identified EHWB needs provided with effective small groups or 1-1 interventions as appropriate?  Yes, No, Partly |  |  |
| 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 |  |  |
| 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 |  |  |
| 21 | Does the school work alongside support services provided by the local authority or partner agencies that provide support for EHWB?  Yes, No, Partly |  |  |
| 22 | Does the school have arrangements in place to support children for transition, transfer, change and loss?  Yes, No, Partly |  |  |
| **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 |  |  |
| 24 | Are parents/carers aware of support available for mental health and emotional wellbeing of their children?  Yes, No, Partly |  |  |
| 25 | Does the school engage with parents/carers to help them support their children’s emotional mental health?  Yes, No, Partly |  |  |
| 26 | Does the school have specific interventions to work closely with vulnerable families and help them to access appropriate support?  Yes, No, Partly |  |  |