**A whole school approach to mental health**

These selected criteria are taken from the Wiltshire Healthy Schools standards (November 2021). They can be used to demonstrate how your school is implementing a whole school approach to mental health.

The final column includes some notes and examples that you can delete and replace with your school specific examples. For a Wiltshire Healthy Schools application descriptive sentences are needed, rather than bullet points or notes alone.

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| **Theme: The Whole School Approach** |
| **Reference** | **Standard** | **Notes/examples** |
| **W1** | Our school leaders create a positive environment that promotes health and wellbeing, based on an understanding of the needs of the whole school community. | * How do senior leaders demonstrate their support for (mental) health and wellbeing and promote sense of belonging?
* Does the school website, prospectus and school development plan reflect a commitment to wellbeing/Healthy Schools?
* Work with school nurse to understand the health needs of students
* Use of FAB survey data or other local data
 |
| **W2** | Our school has the following named members of staff: | Enter name of staff members in the relevant evidence boxes. |
| **W2a** | PSHE education lead |  |
| **W2c** | Anti-bullying Lead |  |
| **W2e** | Mental Health Lead  |  |
| **W3** | Our school has a named Governor for PSHE/Wellbeing/Healthy Schools |  |
| **W5** | Our school has up to date policies (reviewed in the last three years, unless otherwise indicated) for: | Confirm policy is in place and enter date policy was last reviewed. Is the policy on the school website?  |
| **W5b** | Relationships and Sex Education policy | * Including teaching about healthy relationships, CSE and consent.
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| **W5c** | Anti-bullying policy |  |
| **W6** | Our school regularly consults with the following groups (e.g. on development of school policies, healthy schools, PSHE education, school meals etc) |  |
| **W6a** | Pupils | * School council minutes
* School council projects
* Details of specific consultation projects
* Questionnaires and surveys used
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| **W6b** | Parents/carers | * Parents evenings
* Family learning events
* Communication methods - E.g. Newsletters/school website
* Questionnaires/ surveys
* Work of the Parent Support Adviser
* Working or focus groups
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| W7S | In our school pupils take responsibility for some aspects of school life, help promote a positive culture and are involved in the decision-making process | * School council minutes
* Selling break time snacks, including sugar free food and drink
* Young Chamber
* Children’s Parliament
* Involvement in policy development
* Monitoring system for taking care of school environment e.g. litter picking, green team
* Playground buddies, mental health mentors and other supportive roles
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| **W9** | Our school does not accept and challenges discriminatory language, including HBT (Homophobic, Biphobic & Transphobic) language. | * Specific references to HBT language in Behaviour and/or Anti-Bullying policy
* Staff have agreed approach to proactively address homophobic language e.g in PSHE
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| **W11** | The school supports the wellbeing of all staff and helps them to create a positive work-life balance. | * Regular consultation with staff
* Specific projects or interventions to promote [staff wellbeing](https://www.wiltshirehealthyschools.org/core-themes/emotional-health-and-wellbeing/staff-wellbeing/)
* Minutes of staff meetings
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| **Theme: PSHE education** |
| **Reference** | **Standard** | **Notes/examples** |
| **P1** | The subject co-ordinator has had sufficient PSHE training to enable them to support colleagues | * National PSHE CPD accreditation
* Wiltshire PSHE training
* Other PSHE training
* Attendee at Wiltshire PSHE networks
* Member of PSHE Association
 |
| P2S | Our school has carried out an audit, for example using ‘The Way Ahead’ and are meeting all of the criteria up to ‘established’ level | * The school is confident that PSHE education is of a high quality
* Use of the Way Ahead self-review
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| P4S | In our school pupils’ views influence teaching and learning in PSHE | * School questionnaires and surveys
* Assessment and monitoring of PSHE lessons
 |
| **P6** | Our school has a planned, progressive scheme of work for PSHE delivered mainly by teachers that is reviewed regularly and meets the needs of pupils and prepares them for life in modern Britain (Including keeping safe from risks and extremism, including when using the internet and social media). | * Link to curriculum info on school website
* Scheme of work, resources used
* [The Way Ahead self review.doc](http://www.wiltshirehealthyschools.org/documents/The%20Way%20Ahead%20self%20review.doc)
* [The Way Ahead planning proforma.doc](http://www.wiltshirehealthyschools.org/documents/The%20Way%20Ahead%20planning%20proforma.doc)
* Use of local data to identify local priorities
* Inclusion of mental health issues
* Adapted to meet needs of SEN pupils
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| **P9** | At our school all children receive Relationships and Sex Education, which includes keeping children safe from exploitation and abuse.  | As part of RSHE/PSHE programme. Consent, healthy relationships, bullying, exploitation and abuse (CSE, FGM, sexual violence).Have staff received training and access to suitable teaching resources? |
| **Theme: Emotional Wellbeing & Mental Health** |
| **Reference** | **Standard** | **School evidence** |
| **E1** | Our school has procedures to identify the needs of children and young people facing challenging circumstances (including mental ill health) so that they can be adequately supported and/or referred for support and specialist advice if appropriate | * Role of the Mental Health Lead
* Strategic role of the SENCO
* Use of CAF and referrals
* Nurture groups
* Young carers register and transition support
* School Drop In data
* Work of the Pastoral care lead
* Promotion of [onyourmind](https://www.onyourmind.org.uk/)
 |
| **E2** | Our school has systems in place to prevent, monitor and respond to incidents of bullying | * Preventative strategies
* Describe bullying log/s to record incidents (of various types)
* Local surveys, including FAB survey
* Monitoring of responses and outcomes of incidents
* Involvement of pupils in anti-bullying work, including peer support
 |
| E3S | Our school regularly surveys children and young people to establish that they feel safe, supported and that bullying is dealt with effectively | * Pupil questionnaires/surveys
* Provide a summary of pupil responses
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| **E4** | School staff have had cpd to identify and respond appropriately to signs of mental ill health  | * CAMHS training attended (2019-2020)
* ELSA training courses
* [Youth Mental Health First Aid](https://www.wiltshirehealthyschools.org/partnership-projects/youth-mental-health-first-aid/) training attended
* Connect 5 Programme
* Make Every Contact Count training
* Training from Wiltshire Occupational Health and OD Service
* Details of other relevant CPD
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| **E5** | Our school effectively promotes access to up to date information about specialist services for pupils, staff and parents | * Promotion of key national and local helping services
* School nursing service and chat health
* School and class noticeboards
* School foyer/ reception
* School website
* Communication with parents
* PSHE education
 |
| **E6** | Our school has a confidential pastoral system in place that is easily accessed by children, young people and staff especially at times of bereavement and major life changes, for advice and support which actively works to combat stigma and discrimination | * Pastoral staff
* ELSAs
* Work of SENCO
* Who can pupils talk to and when?
* How is the system publicised and used by pupils - drop In data etc?
* Confidentiality policy
* Worry box
 |
| E7S | Our staff (including teaching assistants and lunchtime supervisors) have received training/guidance in dealing with aggressive behaviour and bullying | * Training provided
* Staff CPD surveys
* Performance appraisals
* Anti-bullying policy
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| E8S | Our school provides regular access to a range of professionals on-site to support children and young people’s health and wellbeing | * Work of the School Health Nurse
* ELSAs
* School drop in
* Counselling service
* Links with CAMHS
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| E9S | Our school provides appropriate support in school to remove barriers to learning for specific vulnerable groups, individuals and their families e.g. FSM/Pupil Premium Children, Service children, pupils with SEND, young carers | * Which groups, or individuals require additional support and how are needs met?
* Designated teacher to promote the educational achievement of LAC
* List agencies or staff that support these individuals or groups - Traveller Education service, EMAS
* Use of mentors
* Other groups may include: travellers’ children poor or non school attendees, young parents, LGBT, LAC.
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| **E10** | Our school promotes positive mental health by implementing approaches and interventions that support resilience and reduce stigma related to experience of mental ill health. | * Engagement with Well-being for Education Resilience
* Describe strategies used
* Links with PSHE education
* Outcome measures
* Staff wellbeing addressed
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S = silver standard. Schools must complete bronze and silver standards to gain silver level.