Designated Mental Health Lead Skills Audit

Please complete this before and after the programme.

Name:

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| **Skill** | **Confidence before**0-10 (confident) | **Strengths** | **Development areas** | **Confidence after**0-10 (confident) | **Future developmental needs** |
| Developing a whole setting plan for mental health and wellbeing. |  |  |  |  |  |
| Engaging with key stakeholders and identify strategies to understand and overcome resistance. |  |  |  |  |  |
| With the support of colleagues and support networks, sustaining and improving a whole setting approach. |  |  |  |  |  |
| Developing stronger links with local services. |  |  |  |  |  |
| Monitoring the impact of a whole setting approach. |  |  |  |  |  |
| Assessing need and monitoring progress. |  |  |  |  |  |
| Implementing a process to identify those who may need additional support, including the use of existing records. |  |  |  |  |  |
| Making decisions about whether health or education intervention is more appropriate. |  |  |  |  |  |
| Receiving and giving feedback to staff, pupils and parents to support the needs of pupils experiencing poor mental health in engaging in all aspects of school/college life. |  |  |  |  |  |
| Working with others to understand mental health and well-being issues that may impact behaviour and attendance, and ensure policies reflect this. |  |  |  |  |  |
| Monitoring the impact of individual or small group interventions and adapt approaches as necessary. |  |  |  |  |  |
| Working with local mental health provision to ensure the needs of pupils and relevant adults are known, understood and reflected in the local support offer. |  |  |  |  |  |
| Knowing how to identify and access the most appropriate mental health service. |  |  |  |  |  |
| Being able to make or support referrals to mental health services. |  |  |  |  |  |
| Using strategies, tools and resources to support own mental health. |  |  |  |  |  |
| Promoting strategies, tools and resources to staff to support their mental health. |  |  |  |  |  |
| Sharing simple evidence-based strategies and exercises with staff and pupils. |  |  |  |  |  |
| Identifying and facilitating appropriate training for staff. |  |  |  |  |  |
| Promoting resources that will support staff. |  |  |  |  |  |
| Communicating a positive values-based approach, promoting openness and understanding to the fluctuations of mental health. |  |  |  |  |  |
| Using local services and resources to enhance the whole-setting message and develop partners in the community. |  |  |  |  |  |
| Connecting policies and processes to ensure they work together to support well-being. |  |  |  |  |  |
| Involving all pupils in the coproduction and embedding of the whole setting approach. |  |  |  |  |  |
| Identifying opportunities for peer led wellbeing support. |  |  |  |  |  |
| Engaging with parents, families, carers, virtual school heads and local community to promote a well-being culture within and outside school hours. |  |  |  |  |  |
| Developing positive relationships and working jointly with parents, families and carers. |  |  |  |  |  |
| Signposting or supporting access to evidence-based resources for parents, families and carers. |  |  |  |  |  |
| With subject leads, developing a cross curricular approach to mental health and wellbeing. |  |  |  |  |  |
| Working across the school/college to promote the links between physical mental health. |  |  |  |  |  |

These skills are identified in the Learning Outcomes for Senior Mental Health Leads in Schools and Colleges publication.