# Mental Health Leadership in Schools and Colleges Audit Tool

Public Health England (2015) identify eight principles to promoting health and wellbeing in schools:

* Leadership and management (LM)
* Curriculum, teaching and learning (CTL)
* Student voice (SV)
* Staff development (SD)
* Identifying needs and monitoring impact (NMI)
* Working with parents/carers (PC)
* Targeted support (TS)
* Ethos and environment (EE)

## Staff and Culture

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| Area of focus | Evidence of practice | Comments |
| Not yet in place | Developing  | Established | Well established |
| 1. There is a ‘Mental Health Lead’ and this role is seen as separate to the role of SENDCO, who they work with to meet the needs of those with complex difficulties. LM
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| 1. The MH Lead’s role, includes supporting the mental wellbeing of pupils, embedding respect and diversity. EE
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| 1. There is a whole-school Mental Health and Wellbeing Policy and Action Plan, including ensuring the wellbeing of staff and pupils. LM
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| 1. This document reflects any DfE, Public Health, CAMHS or other relevant strategies. LM
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| 1. MHW Policy/Action Plan is co-produced with parents/carers and young people. SV/PC
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| 1. The MHW Policy/Action Plan includes involvement by the local community, in addition to parents/carers, to reflect the cultural community they are based in. LM
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| 1. The MH Lead feeds directly into the School Management Team. LM
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| 1. The Governing Body know their role in monitoring the social, emotional and mental health of pupils and staff. LM
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| 1. Whilst there may be a MH Lead, all staff understand their role in supporting the needs of other staff and young people. EE
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| 1. There is clear policy for the identification and development of plans to address social, emotional and mental health difficulties, including SEN processes as relevant. NMI
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| 1. The MH Lead has had appropriate training to help them:
	1. have a good understanding of the risk factors associated with mental health difficulties;
	2. to know the signs and symptoms of various mental health conditions;
	3. to understand how to identify mental health needs earlier;
	4. apply their knowledge to support pupils. SD
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| 1. Packages of support for young people with MH difficulties include opportunities to develop skills for life and meet the expectations of the world around them. NMI
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| 1. Staff feel secure and confident enough to address immediate behaviour, social, emotional and mental health (SEMH) needs. EE
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| 1. Staff in high-risk roles receive clinical supervision from someone independent of their line-management. TS
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| 1. Staff feel supported and are able to discuss their own mental health needs. EE
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| 1. There is regular staff training for all teaching and support staff on social, emotional and mental health topics, such as:
	1. Disabilities and Medical Conditions
	2. Social and Emotional Conditions
	3. Mental Health Difficulties
	4. Attachment
	5. Mental Wellbeing
	6. Multi-disciplinary Working SD
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| 1. There is regular training for the Governing Body on their responsibilities for supporting staff and pupils in social, emotional and mental health. SD
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| 1. Advice, support and guidance is in place for staff not commonly included in training, for example supply teachers, administrative staff or catering/lunch staff. SD
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| 1. There is a clear procedure for the commissioning/referral/involvement of external mental health professionals, such as psychologists, therapists or counsellors. TS
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| 1. There is a procedure in place for staff, including temporary personnel, parents and pupils to raise concerns relating to social, emotional and mental health. LM
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## Practice

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| Area of focus | Evidence of practice | Comments |
| Not yet in place | Developing  | Established | Well established |
| 1. There is a working strategy for supporting the mental health and wellbeing of staff, including appropriate signposting and support for those experiencing difficulties. TS
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| 1. There is an ethos that values diversity and acts against bullying. EE
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| 1. Parents and pupils are able to talk about the Mental Health and Wellbeing, and the Behaviour Policies. SV/PC
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| 1. Provision is in place to develop parenting skills, resilience and promotion of mental wellbeing in the home environment. PC
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| 1. The PSHE Curriculum includes regular opportunities to discuss differences between expectations for different young people. CTL
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| 1. The PSHE Curriculum includes opportunities for pupils to discuss their social, emotional and mental health needs. CTL
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| 1. Lesson plans and individual support plans reflect an approach to help young people with SEMH difficulties to have skills for life and meet the expectations of the world around them. CTL
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| 1. Other subject areas integrate opportunities to develop social, emotional and mental health skills. CTL
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| 1. Resources, such as the guidance on Teaching about Wellbeing (<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>) is used by the PSHE and other subject leads to inform planning. CTL
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| 1. All teaching staff meet their obligations under appropriate equal opportunities legislation, such as differentiated expectations for young people with behavioural difficulties. EE
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| 1. Social, emotional and mental health problems are identified at an early stage and procedures work to intervene promptly. NMI
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| 1. Response to behaviour promotes a speedy identification of the underlying needs and appropriate strategies are put in place. NMI
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| 1. Mental health services are engaged/commissioned appropriately, according to the needs. TS
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| 1. The school has a map of appropriate local mental health services, including voluntary and private offers. TS
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| 1. This map has enabled the school to identify ‘gaps’ in local provision and put plans in place. NMI
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| 1. Concerns raised by staff, parents or pupils are recorded and dealt with accordingly. LM
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## Impact

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| Area of focus | Evidence of practice | Comments |
| Not yet in place | Developing  | Established | Well established |
| 1. Pupils and parents/carers are involved in the formulation and implementation of the MHW Policy. SV/PC
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| 1. Pupils who receive sanctions are able to recognise why they received the sanction. SV
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| 1. Behaviour records, attendance data and social and emotional measures, such as the Social and Emotional Skills Assessment, are used to monitor the non-academic progress of pupils with social and emotional problems, and those with relevant mental health difficulties. NMI
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| 1. Exclusions, where given, are used to increase the effectiveness of any individual plans, for example, an individual plan is reviewed to avoid or reduce the likelihood of the exclusion happening again. LM
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| 1. Alternatives to exclusion, including any off-site provision, are reviewed against the progress of the young person. NMI
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| 1. Pupils with SEMH difficulties are supported to access the curriculum and extra-curricula activities. CTL
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| 1. Partnerships and relationships with local services, such as Mental Health Support Teams, exist and have a positive impact on pupils. TS
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## Overall Results

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| 1. Total Leadership and Management (8 items)
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| 1. Total Curriculum, Teaching and Learning (6 items)
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| 1. Total Student Voice (4 items)
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| 1. Total Staff Development (4 items)
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| 1. Total Identifying Needs and Monitoring Impact (7 items)
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| 1. Total Working with Parents/Carers (4 items)
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| 1. Total Targeted Support (6 items)
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| 1. Total Ethos and Environment (6 items)
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