

## Objective 1

The school is committed to promoting and protecting positive emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.

Key performance indicator	Evidence required
<p><b>1.1</b> The award process is reviewed by the Senior Leadership Team (SLT) and governors and formally adopted.</p>	<p>Minutes from relevant meetings</p>
<p><b>1.2</b> A statement of commitment is signed and stored in the portfolio of evidence.</p>	<p>A copy of the statement of commitment signed by the Head Teacher and Chair of Governors</p>
<p><b>1.3</b> A Change Team is nominated and appointed.</p>	<p>A list of the Change Team members and roles, including the Chair or Co-Chairs</p>
<p><b>1.4</b> The School Self-Evaluation Form is completed.</p>	<p>A copy of the completed School Self-Evaluation Form</p>
<p><b>1.5</b> The Stakeholder Evaluation Forms are sent out and the results analysed.</p>	<p>Evaluation analysis of the forms with &gt;60% uptake</p>
<p><b>1.6</b> The Action Plan is prepared and approved by the SLT.</p>	<p>A copy of the Action Plan signed by a member of the senior leadership team</p>
<p><b>1.7</b> The whole-school community and other partners are informed about the award.</p>	<p>A briefing paper with communications methods detailed</p> <p>Results from the Staff, Parent and Pupil Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>- Theme 1: Providing information about the award</li> </ul> <p>At least one piece of evidence for each group that demonstrates how they were given initial information about the WAS e.g. staff meeting minutes, website, parents' newsletter, minutes of school council meeting, noticeboard, minutes of governors' meeting or presentation to governors.</p>
<p><b>1.8</b> EVALUATION: The Action Plan is regularly monitored, progress is evaluated and the findings shared and acted upon.</p>	<p>A copy of the annotated Action Plan showing progress towards actions</p>

## Objective 2

The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.

Key performance indicator	Evidence required
<p><b>2.1</b> A vision statement is in place that puts emotional wellbeing and mental health at the heart of the school's aspirations.</p>	<p>A copy of the school's vision statement, highlighted to show where the commitment to emotional wellbeing and mental health is articulated</p>
<p><b>2.2</b> The school has reviewed its provision and understands how it currently supports emotional wellbeing and mental health and where strengths, gaps and weaknesses in provision exist.</p>	<p>A SWOT analysis or copy of the mapping exercise</p>
<p><b>2.3</b> All relevant school policies (bullying, safeguarding, etc.) have been audited to ensure they connect with the school's work on emotional wellbeing and mental health.</p>	<p>A copy of the school's policy audit</p>
<p><b>2.4</b> The school has reviewed and understands all the relevant risk factors that can impact on emotional wellbeing and mental health in pupils.</p>	<p>Evidence of how an analysis of the risk factors has contributed to the strategy</p>
<p><b>2.5</b> A strategy for emotional wellbeing and mental health, which takes into account all reviews and audits and addresses any gaps in provision, is approved and in place.</p>	<p>A copy of the emotional wellbeing and mental health strategy; or Appropriate section(s) of the school improvement plan or similar document</p>
<p><b>2.6</b> The strategy and vision statement is communicated to the whole-school community.</p>	<p>At least one piece of evidence from each group – letters, emails, newsletters, meeting agendas etc. – that have been used to inform the whole-school community about the strategy</p>
<p><b>2.7</b> EVALUATION: The SLT has identified a clear set of outcomes for measuring the impact of the strategy and progress towards them is monitored and appropriate follow-up action taken.</p>	<p>A copy of the annotated outcomes, showing progress towards them</p>

## Objective 3



The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.

Key performance indicator	Evidence required
<p><b>3.1</b> The school takes steps to create an awareness across the whole-school community of the importance of emotional wellbeing and mental health, including its impact on academic performance.</p>	<p>List of awareness raising activities carried out</p> <p>Results from the Staff, Parent and Pupil Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>- Theme 2: Understanding the importance of emotional wellbeing and mental health</li> </ul>
<p><b>3.2</b> The whole-school community has contributed to the vision and strategy for emotional wellbeing and mental health.</p>	<p>Summary of key engagement activity for pupil voice, parent engagement and staff involvement</p>
<p><b>3.3</b> The whole-school community understands their role in promoting and protecting emotional wellbeing and mental health.</p>	<p>Results from the Staff, Parent and Pupil Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>- Theme 3: Understanding my role in promoting emotional wellbeing and mental health</li> </ul>
<p><b>3.4</b> An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership.</p>	<p>A copy of an accountability framework</p>
<p><b>3.5</b> The school works to implement positive ways of talking about, and removing the stigma around, mental health.</p>	<p>Summary of anti-stigma interventions introduced</p>
<p><b>3.6</b> EVALUATION: The school evaluates the extent to which the whole-school community feels comfortable talking about, and taking responsibility for, mental health issues within the school, and appropriate follow-up action is taken.</p>	<p>Results from the Staff, Parent and Pupil Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>- Theme 4: Ensuring emotional wellbeing and mental health is seen as the responsibility of all</li> <li>- Theme 6: Encouraging people to talk about mental health issues.</li> </ul>

## Objective 4

The school actively promotes staff emotional wellbeing and mental health.

Key performance indicator	Evidence required
<p><b>4.1</b> Staff emotional wellbeing and mental health is specifically included in the strategy.</p>	<p>A copy of the emotional wellbeing and mental health strategy with elements relating to staff highlighted</p>
<p><b>4.2</b> A budget is in place and resources allocated for staff emotional wellbeing and mental health.</p>	<p>A copy of the budget and resources allocated for staff emotional wellbeing and mental health</p>
<p><b>4.3</b> Stress management, positive wellbeing interventions and reward systems are in place for staff.</p>	<p>A copy of policies relating to staff mental health, wellbeing, or welfare including any support mechanisms available for staff</p>
<p><b>4.4</b> The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognised and monitored.</p>	<p>A copy of the appraisal policy or proforma (or similar supervision guidance), highlighted to show where emotional wellbeing and mental health is emphasised</p>
<p><b>4.5</b> EVALUATION: Feedback is gathered from staff about the quality of support in place for their emotional wellbeing and mental health, and appropriate follow-up action is taken.</p>	<p>Results from the Staff Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>- Theme 11: Supporting staff emotional wellbeing and mental health</li> </ul>

# Objective 5



The school prioritises professional learning and staff development on emotional wellbeing and mental health.

Key performance indicator	Evidence required
<p><b>5.1</b> Professional learning and staff development forms part of the strategy, including consideration of resource allocation.</p>	<p>A copy of the emotional wellbeing and mental health strategy; or Appropriate section(s) of the school improvement plan or similar document</p>
<p><b>5.2</b> The school is aware of current confidence and capacity among staff in promoting emotional wellbeing and mental health, and training needs are identified.</p>	<p>Results from the Staff Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>- Theme 7: Promoting professional development and training for emotional wellbeing and</li> <li>- Theme 8: Ensuring confidence and capacity among staff in addressing emotional wellbeing and mental health</li> <li>- Theme 9: Identifying mental health issues</li> </ul>
<p><b>5.3</b> The school has a targeted short-term and long-term CPD programme in place that includes emotional wellbeing and mental health, with training opportunities offered.</p>	<p>A copy of the CPD, staff development or training plan</p>
<p><b>5.4</b> A programme of mental health awareness training is available to all staff.</p>	<p>&gt;80% uptake among staff of awareness training A copy of the CPD, staff development or training plan with section on mental health awareness highlighted</p>
<p><b>5.5</b> EVALUATION: The school evaluates the extent to which all teaching staff feel they have the knowledge and skills to promote emotional wellbeing in their class teaching, and appropriate follow-up action is taken.</p>	<p>Results from the Staff Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>- Theme 8: Ensuring confidence and capacity among staff in addressing emotional wellbeing and mental health</li> </ul>

## Objective 6



The school understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately.

Key performance indicator	Evidence required
<p><b>6.1</b> Assessments of pupil and staff needs are conducted at regular points and feedback is acted upon.</p>	<p>Summary of results from assessment of pupil and staff needs</p>
<p><b>6.2</b> All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other.</p>	<p>Evaluation of relevant training programmes Results from the Staff Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>– Theme 8: Identifying and acting on mental health issues</li> </ul>
<p><b>6.3</b> There is a clear identification and information sharing system for pupils.</p>	<p>A copy of relevant school policy or policies that reference identification of mental health problems Overview of the identification and information sharing system Information sharing protocols</p>
<p><b>6.4</b> The school uses its best endeavours to provide for pupils a range of interventions appropriate to the needs identified.</p>	<p>A copy of relevant school policies or documents that set out the support available to pupils with mental health problems with the relevant sections highlighted. These may include:</p> <ul style="list-style-type: none"> <li>The SEN Information Report and SEN policy</li> <li>The policy for pupils with medical conditions</li> <li>Provision that the school is expected to provide which is listed on its local authority's local offer</li> <li>The school accessibility plan</li> <li>The pastoral care policy</li> </ul>
<p><b>6.5</b> Arrangements with external specialist services are in place with clear referral pathways and outcomes agreed for pupils.</p>	<p>A list of liaison roles and referral protocols</p>
<p><b>6.6</b> The school provides signposts to appropriate online information, services and support.</p>	<p>A website directory or list of trusted online resources used by the school</p>
<p><b>6.7</b> EVALUATION: Feedback is gathered about the support available for pupils' emotional and mental health needs, and appropriate follow-up action is taken.</p>	<p>Results from the Staff and Pupil Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>– Theme 10: Supporting pupil emotional wellbeing and mental health)</li> </ul>

## Objective 7

The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.

Key performance indicator	Evidence required
<p><b>7.1</b> Pupil voice mechanisms are in place and used at regular points.</p>	<p>Records of views on emotional wellbeing and mental health gathered from pupil voice mechanisms</p>
<p><b>7.2</b> The school works in partnership with parents/carers to respond to their views and needs.</p>	<p>Results from the Parent Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>- Theme 12: Engaging the whole-school community in emotional wellbeing and mental health issues</li> </ul> <p>A document describing your main links with parents and how you use their feedback and comments</p>
<p><b>7.3</b> The school has identified 'Wellbeing Champions' from across the whole-school community.</p>	<p>A list of wellbeing champions, including roles and planned activities.</p>
<p><b>7.4</b> The school proactively and regularly communicates with the whole-school community regarding emotional wellbeing and mental health issues.</p>	<p>A copy of the communication strategy and/ or examples of communication</p>
<p><b>7.5</b> EVALUATION: The school monitors the extent to which the whole-school community feels engaged with the school's approach to emotional wellbeing and mental health, and appropriate follow-up action is taken.</p>	<p>Results from the Staff, Parent and Pupil Stakeholder Evaluation Forms</p> <ul style="list-style-type: none"> <li>- Theme 12: Engaging the whole-school community in emotional wellbeing and mental health issues</li> </ul>

## Objective 8

The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.

Key performance indicator	Evidence required
<p><b>8.1</b> The school has identified and maintained links with appropriate local health, social care and voluntary and community sector services.</p>	<p>Document detailing key external agencies and type of contact e.g. commissioning, communication or personal relationship</p>
<p><b>8.2</b> The school has identified representatives who attend local mental health forums to share information and new learning.</p>	<p>A list of representatives, including role and how information is fed back</p>
<p><b>8.3</b> The school works with other schools to share best practice and new learning, establishing networks where appropriate.</p>	<p>Membership of: Local partnerships or clusters that address emotional wellbeing and mental health A multi academy trust or chain that addresses emotional wellbeing and mental health</p>
<p><b>8.4</b> The school informs and participates in local commissioning arrangements undertaken by the local authority and/or Clinical Commissioning Group.</p>	<p>A copy of data, reports, or other written submissions to local commissioners</p>
<p><b>8.5</b> EVALUATION: The school evaluates feedback received from its partners regarding joint working, and appropriate follow-up action is taken</p>	<p>A survey and/or minutes from discussions</p>