

CLUSTER HEAD TEACHERS AUDIT TOOL

This audit proforma has been designed for schools in each of the pilot clusters to identify the gaps in emotional wellbeing support for Children in schools as part of the whole school approach for SWL.

and Action Plan

WHOLE SCHOOLS' APPROACH AUDIT

This audit proforma has been designed for schools in each of the pilot clusters to identify the gaps in emotional wellbeing support for Children in schools as part of the whole school approach for SWL. This will enable us to tailor elements of the SWL Whole School Approach to ensure that finite resources are used effectively.

Each school is asked to carry out a self-assessment and identify areas for improvement. Some questions may not be applicable in different school settings and the cluster leads across SWL will be tasked with agreeing, in advance of the audit being carried out, which questions are appropriate for each of the place setting.

The designated mental health lead in each school will be responsible for overseeing the implementation of the actions. The cluster will identify common themes that emerge from the school action plans, these will be used to develop cluster level action plans. The health service will then be able to provide support, within the interventions proposed as part of the whole school approach, to support the implementation of the action plan.

ETHOS AND ENVIRONMENT					
	AUDIT QUESTION	Y	N	(P)artial	COMMENTS
1.	Is there a shared understanding of the school vision and values?	X			<ul style="list-style-type: none"> Children can talk about the ethos and describe this to an outsider Evidenced in school tours from SLT, Class teaches, office and children Celebration of school values through certificates The motto and mantra is well embedded, reinforced in assemblies
2.	Are they implemented by senior leaders, teachers and students?	X			<ul style="list-style-type: none"> Yes, as above
3.	Do parents influence the whole school practices?			x	<ul style="list-style-type: none"> Heavily involved in the school – this means parents are surveyed throughout the school, this is linked to curriculum and to end of year surveys – questions about vision and values. Approx. 80% of parents responding to questionnaire In Safe Hands – community event for parents, they influence what the theme of this is through surveying before the event Communication is strong with parents – safeguarding newsletter which communicates information about mental health amongst other things.



					<ul style="list-style-type: none"> • Welcare – events which are ‘nurture’ for children; parents are invited pre-and final- sessions to understand what the nature of the work is and how it has impacted upon their children • Website, Twitter, Newsletter as streams of communication
4.	Does the school have an emotional wellbeing policy?			X	<ul style="list-style-type: none"> • Policy: Mental Health policy – • we do have in place PSHE, SMSC and ELSA policy
5.	Is behaviour managed on the playground, dining hall and during lessons				<ul style="list-style-type: none"> • Behaviour policy is in place • Restorative justice • Children of concern standing item for staff and support staff – so communication is strong and everyone knows if there is someone to look out for • CPOMs recording systems so anyone who needs to be involved can be.
6.	IS behaviour managed in the dining hall?	X			<ul style="list-style-type: none"> • Assembly – consultation on behaviour for new initiates • Younger children made clear that the lunch hall experience was too noisy, school’s response to this is to work with the children – during an assembly – to create their own rules and initiates to make the hall a quieter and better experience for the children
7.	Is behaviour managed during lessons?	X			<ul style="list-style-type: none"> • Consistent approach across the school – behaviour tree this includes learning behaviours (attitude) as well as actual behaviour • Collaboration on golden rules
8.	Is this consistent with the school’s vision and values?	X			<ul style="list-style-type: none"> • Yes
9.	Do pupils feel safe in the school?	X			<ul style="list-style-type: none"> • Child survey – insert 96% (2018) • Assemblies – key note speakers for the children MIND, NSPCC, Samaritans (to mentioned some) • Initiatives in school – worry box, open door policy • All children encouraged to think of 3 adults in school they would speak to if they had a problem • Children know who the safeguarding leads in the school are – established though assemblies and lessons and displays in the school • PSHE lessons focus on this aspect • We as staff have had lots of training on safeguarding • Fire drills and lock down procedures



10.	Is there a designated mental health lead?	X			<ul style="list-style-type: none"> • Yes - but staff didn't know this • Named Governor
11.	Is this role clearly defined?		X		<ul style="list-style-type: none"> • Job description
12.	Does this role support the vision and values of the school?	X			<ul style="list-style-type: none"> • Yes
CURRICULUM, TEACHING AND LEARNING					
13.	Is PHSE delivered as part of the curriculum in secondary school?	X			<ul style="list-style-type: none"> • Reading essential to the curriculum offer of mental health and wellbeing both the physicality of reading because not a cognitive function because it is emotional and social before it becomes cognition ; if they cannot read how else will they learn • Library of mirrors: range of books for children on the subject of equalities – see display in school • Children given the opportunity to read a breadth of stories – to understand, empathize – recognise experiences in others • The early reading in EYs rich – volunteers in class – all EYs and Yr1 pupil have this opportunity • End of the day story time across the school • Yes weekly lessons in all classes – 1 hour at a minimum
14.	Is self-belief and positive human qualities nurtured in an age appropriate manner?	X			<ul style="list-style-type: none"> • Part of the school values and woven through the curriculum • This is core; as a whole staff we identify children with low self-esteem and then we are able to suggest an intervention (LAMDA, ELSA, Music, clubs – because the curriculum provision is so strong, this is very bespoke in the school. Example FS and the Recycling Crew. “Recognition” – we acknowledge children as people and giving responsibility and ‘we are relying on you’ ‘we are counting on you’ – giving the sense of hope in life) • Ambition ‘aim high’ mantra ‘dream big’ – linked to holiday homework etc. • This is heightened in this school • Continually looking for ways of developing personal responsibility and emotional responsibility



<p><u>15.</u></p>	<p>Does the curriculum include emotional wellbeing and resilience that is appropriate for age and development?</p>	<p>X</p>		<ul style="list-style-type: none"> • Yes – through PATHS • Woven through the values and the walk of the corridor – everyday • Resilience • Warrior not a worrier displays across the school celebrating the errors • Banning of rubbers – this is not about failing it is about making the attempt at getting better – through the process • Marking policy ‘pink and green’ – what this means to children, how to embrace this – school and children to review this • Curiosity lessons – project led in KS1, children given the end goal – the challenge to make a model – and told to have a go. Teachers were reviewing learning characteristics in children such as resilience. • Is this work and effort supported at home – how do we communicate this to the families and through homework. It is not about the mistakes but about the effort
<p><u>16.</u></p>	<p>Does the curriculum encourage critical thinking skills that is age appropriate?</p>		<p>X</p>	<ul style="list-style-type: none"> • Not explicitly plotted out but inherent in all learning – but this has been achieved in a fun way through play, experiences, interactions • Good examples through EYs work, maths, science – evidence in children’s books & science – questioning around the wider world and explorative approach • How do teachers introduce and develop the value of the month – give examples of when we have seen this; this is the problem how best to resolve this considering the critical thought
<p><u>17.</u></p>	<p>Does the curriculum encourage reflection and self-awareness that is age appropriate?</p>	<p>X</p>		<ul style="list-style-type: none"> • Yes through the PSHE curriculum – a lot of self-reflection examples in these lessons. This has been part of the SDP over the past year embedding a new curriculum and supported by Barbados to achieve this. • Those children who find this difficult – often supported through ELSA or trained TAs • Joint piece of work for one child where ELSA and TA work together to develop self-reflection in one key child. Example of therapeutic work with others to put learning into practice • Staff are encouraged to ask ‘why’ see the reason behind the behaviour and work with this and therefore the intervention will be more appropriate • Playground issues – restorative justice



18.	Are there opportunities for students to participate in high quality enrichment activities?	X		<ul style="list-style-type: none"> • LOADS! • Clubs • Curriculum • Mental Health: Yoga, boxing, dance, Lego, art club, ELSA, events for young carers 'All Star Afternoon', In Safe Hands, Music events, Horse Rangers, Man & Boy • Range of trips to enhance and enrich children's experiences
19.	Is community cohesion and citizenship promoted?	X		<ul style="list-style-type: none"> • Yes • Parent survey • Our language – 'The Meadlands Family' – open door policy to seek help • SG Newsletter • Example of parents who are part of the SG – relationships with SG Teams • The Library • Dads come in –Saturday football raising money for the school • PTA • Parents Grounds Day, VIP days, designing the garden, PAT Dog, Parent volunteers plus volunteers who are not parents but from local community • Church link • Links with other schools in the community • Transition support • Celebration assemblies, Family day assemblies, • RE assemblies led by families • International Week celebrating other cultures • RUILS
20.	Are pupils supported, through teaching, to make mistakes and build resilience?	X		<ul style="list-style-type: none"> • See above
21.	By analysing the variety of questions teachers use in different lessons, is learning and resilience promoted?	X		<ul style="list-style-type: none"> • Key piece of work completed in previous academic year focused on the types of questions staff ask. Link to deeper thinking skills, how are we phrasing challenges to children. • DHT focused on this for NPQSL qualification
22.	Are students taught problem solving that is appropriate for their age and developmental stage?	X		<ul style="list-style-type: none"> • See above

23.	Do pupils get feedback in school?	X			<ul style="list-style-type: none"> • Yes, see our books • Marking often includes a question for children to respond and edit • Verbal feedback
24.	Are pupils able to draw and describe the process they went through to learn new skills?			X	<ul style="list-style-type: none"> • Depends on the child and the skill! • School had completed a lot of work on defining challenge for children and defining this for children and adults 'The Learning Pit' • How to re-establish this!
25.	Are opportunities available for pupils to learn about emotional wellbeing and resilience using digital platforms that are appropriate for their age and developmental stage?			X	<ul style="list-style-type: none"> • Computing curriculum well developed for online safety • School Nurse led a pop up shop on mental health with the SENDCo which focused on wellbeing and technology – offering useful APPs – this was a small group although was emailed out to all parents and families • Exercise APPs used in school for staff (coach to 5K) • Less so links on how to use technology for the wider emotional wellbeing – welcome more support
26.	Do students have access to peer support programmes in secondary schools?			X	<ul style="list-style-type: none"> • Playtime buddies • Curriculum – paired readers • On a needs basis – not set up as a preventative measure
WORKING WITH PARENTS AND CARERS					
27.	Is there a process in place of identifying parents who have mental health problems that is impacting on the behaviour and emotional wellbeing of CYP?			X	<ul style="list-style-type: none"> • Picked up through children • Communication • Well established staff – relationships • Examples of parents on the far end of SG – CiN and CP – parents feedback strong • Gate duties important as make staff approach able • Transition from other schools
28.	Is there a clear process to sign post these parents for additional help and support?			X	<ul style="list-style-type: none"> • Website • As a staff would all of us have that knowledge in our head • Is this our area of responsibility and expertise? Staff think yes, • If we felt there was something we would inform the SLT • SPA • School Nurse • EHA



					<ul style="list-style-type: none"> SEND complexity of needs – seeking to ensure the parent has an advocate (RUILS) (Young Carers) Communication with parents Adult mental health is very different to children's – yes we have to safeguard them. With adults where do we draw the line between being intrusive as well as knowing. When it becomes a safeguarding issue – it is your duty to act. This is the clear route.
29.	Does the school have peer parenting programme?		X		<ul style="list-style-type: none"> Expectation for schools to recruit parents to be parent leads Some small examples with international family group & for All Star Afternoons – targeted groups to develop relationships
30.	Do you offer a range of activities that support parents to feel welcome and part of the school community?	X			<ul style="list-style-type: none"> Yes Induction for parents Book Looks Curriculum Nights PTA events Taster for school dinner
31.	Do you have paper and online resources to support parents to identify and seek help for their child who has an emotional wellbeing problem?			X	<ul style="list-style-type: none"> Anxiety workshop Website Seek support from NHS for this – link to policy element
32.	Do you have workshops for parents that focus on exam stress and the support they can give to their children?	X			<ul style="list-style-type: none"> Workshops led by class teachers for all parents with children in key examination year groups
33.	Do you offer parenting classes that build resilient parenting approaches?			X	<ul style="list-style-type: none"> We have done previously – Family Links (5 years ago) & FAST families school together – which targeted a whole class and whole families. Families would come once a week to eat a meal as a whole class and be targeted by key note speakers from different agencies. Not sustainable because of staffing, funding Plus the need within the school has changed
34.	Are parents involved in the development of the whole school approach?	X			<ul style="list-style-type: none"> Questionnaires – see point above Collaboration with policy and SDP
35.	Are parents involved in planning for the support they need?			X	<ul style="list-style-type: none"> Depends on the activity – this comes down to time and how realistic this is within the context
36.	Do you have evidence of interviewing individual parents who received support from the pastoral team?			X	<ul style="list-style-type: none"> Presentation to Governing Body involved pupil and parent feedback Tightening process, exit survey to be introduced



					<ul style="list-style-type: none"> Parents do not get access to our ELSA support – this is just for the children
37.	Do you have evidence of the impact this had on supporting the child to achieve their outcomes?		X		<ul style="list-style-type: none"> Tightening process, exit survey to be introduced – ELSA recording sheet is in process See children’s books completed with Celia We see impact as life long – this cannot be measured in the short term and being able to measure once they leave the school is very difficult. Not relevant – this is a one form primary school! Not trained for this and no resourcing for this. When a CiN or CP – we are working with parents and we can measure the impact – see safeguarding notes. This impact is multi agency not simply school
38.	Have you conducted a parent survey to gain their views about what they think about the emotional wellbeing support in school?	X			<ul style="list-style-type: none"> As part of whole school survey
39.	Do you have data on parent’s attendance at school events as a measure of their engagement			X	<ul style="list-style-type: none"> Update this system – ST – needing to be smarter at reaching harder to engage families
<ul style="list-style-type: none"> MONITORING IMPACT 					
40.	Do you have both qualitative and quantitative data that can inform the evaluation process?			X	<ul style="list-style-type: none"> Qualitative data – the quantitative is on-going
41.	Does your baseline data include the number of CAMHS referrals made by the school?	X			<ul style="list-style-type: none"> How many referring yes Feedback from CAMHS no
42.	Does your baseline data include the types of mental health conditions?			X	
43.	Do you understand the level of mild to moderate metal health conditions in the school?		X		<ul style="list-style-type: none"> Lack of understanding of what this is – we could make a good guess but Training Understanding the why CPD
44.	Do you have data that shows the ‘at risk groups’ including homelessness, LAC, YOT, BAME, SEND, exclusions and other educational risk factors for emotional wellbeing?	X			



45.	Are you willing to commit to participating in external evaluation and collecting the same data across all schools to inform the evaluation process?	X			
46.	Are you willing to engage with CYP, parents and teachers as part of the evaluation process?	X			
47.	If successful in attracting additional funding from national bids such as the trailblazer, will you be able to collect national data sets in addition to the agreed local data sets?	X			
STUDENT VOICES					
48.	Do you have trained youth ambassadors or student groups that participate in the planning and delivery of the whole school approach?	X			<ul style="list-style-type: none"> Junior Leadership Team – every curriculum area has a teacher lead and a child lead
49.	Do you have dedicated times that are focused on building resilience and emotional wellbeing in the school calendar?	X			<ul style="list-style-type: none"> PSHE taught every week – see points above School calendar month of a key value such as resilience Normalise rather than heighten in 1 week – day in day out every day Not saved for mental health week – because it is part every single day Super Learning Day which takes place in Sports Week based on wellbeing – workshops
50.	Do you have a peer support or peer mentoring programme?	X			<ul style="list-style-type: none"> See above – peer work. PATHS PALS & PEER MEDIATORS
51.	Do you support positive communication including the use of social media?				<ul style="list-style-type: none"> For the children to use social media for a positive communication School Blogging & Vlogging in schools School policy around social media & school mobile We would welcome an online worry box on our website – how do we do this?
52.	Do the pupils have an emotional wellbeing site on the school website that is developed and managed by the pupils?		X		<ul style="list-style-type: none"> We would love to do this!
53.	Have you engaged CYP in the development of the whole school approach ?		X		<ul style="list-style-type: none"> Great involvement in other areas of learning but for a mental health policy not yet
54.	How are the CCG Engagement leads supporting the designated mental health lead in gaining insights from pupils?		X		<ul style="list-style-type: none"> Not yet!

55.	Do you collect and analyse data on bullying including cyber bullying?	X			<ul style="list-style-type: none"> Reported to the borough termly Reported to Governors half termly Reviewed by senior leaders half termly
56.	Are the pupils able to list three trusted peers?	X			<ul style="list-style-type: none"> Three trusted adults – yes – in our context, as a primary school – trusted adult is important We are clear about this with pupils the importance of sharing worries with friends – some children articulate that they don't want to share their worries with friends because they don't feel comfortable about this and also may lead to friend having to pass information on, cannot keep everything confidential.
57.	Is this analysed to identified isolated pupils?		X		<ul style="list-style-type: none"> We do ask children this question in pupil survey and will analyse this going forward
STAFF DEVELOPMENT AND SUPPORT					
58.	Have you carried out a staff focused group or survey to gather their perspectives on emotional wellbeing support?	X			<ul style="list-style-type: none"> Staff survey This experience
59.	Have you interviewed the senior leadership to explore staff management and decision making and its impact on emotional wellbeing?				<ul style="list-style-type: none"> 360 diagnostic of SLT
60.	Do you have emotional wellbeing support for those staff who have mental health problems?	X			<ul style="list-style-type: none"> OH & GP Wellbeing – not knowing about this Communicate better
61.	Do you have a managing stress policy at work that includes self-assessment of stressors and stress mitigation strategies that individual staff can be supported to access?		X		<ul style="list-style-type: none"> Not formal – informally yes we do.
62.	Do staff have access to counselling and occupational health support?	X			<ul style="list-style-type: none"> Route for accessing this is through the Headteacher
63.	Have you completed a training audit to understand the emotional wellbeing training needs of all the staff in the school?		X		<ul style="list-style-type: none"> Is there a particular one? CPD on staff survey Training needs for staff - we need to know what is mild and moderate and then survey staff on what is needed – for both staff and children
64.	Have all the staff in your school completed mental health first aid training?		X		<ul style="list-style-type: none"> 2 members of staff have achieved this MHFA for children is very different to the needs of youth



					<ul style="list-style-type: none"> We see that this is relevant when we have siblings involved This does not take into account the needs of school staff and workers – not in a single form entry school – even four half day workshop What needs to happen is reduced cost (free) INSET training in schools Train the trainers
65.	Do you have staff who are trained to provide emotional wellbeing training in your school?			X	<ul style="list-style-type: none"> ELSA has led INSET 1:1 peer coaching with another member of staff
66.	Do you have a designated mental health school leads that supports the implementation of the whole school approach?	X			
67.	Do you have access to consultation from the CAMHS teams for the joint management of children who require additional emotional wellbeing support at school?		X		<ul style="list-style-type: none"> No inclusion in any meetings
68.	Have you conducted a survey to explore the morale and emotional wellbeing of your staff ?	X			
69.	Do you analyse staff attendance monthly?		X		<ul style="list-style-type: none"> Back to work meetings
70.	Do you have data on the number of staff in your school who have emotional wellbeing problems?				<ul style="list-style-type: none"> Informally A healthy culture in the staff team that we have a trusted adult we can speak to – we want each other to be OK and share with one another The goose analogy – leader at the front and looking after the pack
71.	Do you have data to show compliance with emotional wellbeing training			X	<ul style="list-style-type: none"> Working towards this



ACTION PLAN

No.	Area of Improvement	Action to be implemented	By Whom	When	Resource required	Update
1.	To develop a Mental Health Policy in school and accompanying action plan (linked to the SDP)	Support to write this Collaborate with staff, children and governors Share with parents	ELSA teacher	Autumn 1	Time Support from project lead to complete this (Fran)	
2.	Establish the new Pastoral Lead at the school and in doing this raise awareness of MH designated lead, job description for this role	Staff training (INSET September) Staff CPD from project led (Fran) Collaboration to mentor new lead in the school (Fran and Sophie) Review the online information re: MH & ELSA. Develop a flow chart of how parents can get help for their child plus NHS flow chart of diagnoses Introduce an exit survey for parents and children in terms of ELSA support	Sophie Fran	On going	Time dedicated to mentoring – auditing the role Writing job description Check ins	
3.	Development of ‘resilience’ across the school. How is this achieved, how are children part of this decision making – link SDP	Review Marking policy ‘pink and green’ – what this means to children, how to embrace this Review impact and objective of Curiosity lessons. No rubbers! How is the work in school communicated at home to ensure that it is mirrored in how the parents support the children	SLT & Junior Leadership Team	Autumn & Spring Term	Time to work with the children Trial in a class – children to share in assemblies and with parents	
4.	Develop the values of the month	How do teachers capture children ‘doing these values’ aside from assembly How celebrated in class – link to warrior boards?	Staff Sophie ELSA	Autumn Term	None – staff meeting time	



		How introduced in assemblies				
5.	Key focus: Staff CPD	Develop understanding of CAMHs and how they collaborate with schools Understanding the difference between mild & moderate mental health needs in our children and each other	Fran Sophie Sarah ELSA	Staff meetings every term	Part of the ongoing project	
6.	Greater use of technology to support MH for children in the school	Through this work review the resources available for the ELSA; are there online tools to help with mental health that not yet using? Key area to develop Development of an online worry box linked to school website	Fran Helen Sarah ELSA Sophie	Spring Term	Financial impact on tools for ELSA Finance required to update website and use this tool?	
7.						
8.						
9.						

School based action plans should be signed off by the cluster lead

Action plan signed by Cluster Lead

Date

If this action plan is a cluster action plan, the action plan is signed off by the CAMHS partnership board and ratified by the CYP Steering Group

Action plan signed by Partnership Board

Date

Action Plan ratified by steering group

Date

AUDITOR'S NAME: Hully Wolderufael / Sophie McGeoch SCHOOL/ Cluster:



Meadlands Primary School DATE: 17/06/2019

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October 2018

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