

## Whole-School Mental Health and Wellbeing Planning Tool

The learning outcomes for Senior Mental Health Leads in schools and colleges set out by the Department for Education are intentionally closely aligned to the eight principles of Public Health England's strategy for promoting children and young people's emotional health and wellbeing via a whole-school approach, with each set of outcomes grouped under the heading of one of the principles. Use this tool to audit the current provision in your school or college and create an action plan to further develop each area.

### 1.0 Leadership and management

**Objective:** leadership and management champion efforts to promote and support mental health and wellbeing, and bring about strategic change to deliver an effective whole-school or college approach in settings.

Area of whole-school approach:	Current position/audit	R	A	G
1.1 School leaders have clear expectations regarding the whole-school approach and purpose of DMHL.	Staff are aware of the who is the DMHL but further information needs to be shared so that expectations and roles regarding the whole school approach are clear.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 School leaders have in place a whole-school or college approach to mental health and wellbeing, tailored to their setting's needs, which is referenced in development plans, mission statements and other key documents, such as policies.	<i>Is mental wellbeing considered in current policies on safeguarding, PSHE/RSE, anti-bullying, behaviour?</i> Policies and other key documents need to be reviewed to ensure they clearly reference mental health and wellbeing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.3 School leaders are clear about the factors needed to lead strategic change to implement a whole-school approach and have put in place strategies to identify, understand and overcome resistance, and bring key stakeholders with them.	<p><i>Staff training? What stakeholders are involved?</i></p> <p>A small group of teachers group has been formed to decide on an action plan to develop a whole school approach and further training will be planned in for the coming academic year.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4 School leaders understand the importance of working effectively with the senior leadership team, governors, parents/caregivers and pupils, and with staff in mandatory roles such as SENCOs, Designated Safeguarding Leads, teachers and virtual school heads to deliver a whole-school or college approach.	<p><i>What are your personal development needs in this area?</i></p> <p>There is a good understanding of the need to work effectively with all stakeholders.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5 School leaders are clear about how their role fits within the wider mental health system to be able to make best use of mental health support services across the NHS, their local authority and voluntary and community sector partners.	<p><i>How do you work with peers? How will you sustain and continually improve an effective support network as well as a whole-school approach?</i></p> <p>Key leaders for mental health have a fair understanding of the mental health system and other agencies that off support within mental health services. The DML meets once a month to discuss children that are presenting with difficulties that may be due to mental health issues.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.6 School leaders are building stronger links with appropriate local services to build on existing best practice in schools and colleges, and they understand the benefits of sharing practice and experiences for sustaining an effective whole-school or college approach.	<p><i>What are your links with local services? How can you forge new links?</i></p> <p>The school is part of the Mental Health programme that is offered to schools as part of the Young Somerset mental health practitioners. This sits below CAHMS but due to staff shortages this has not be very successful this year but we are holding a waiting list for when the staffing is solved.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>1.7 Senior leaders understand the importance of collecting and assessing data to support implementation of a whole-school or college approach.</p>	<p><i>How are you effectively monitoring impact?</i></p> <p>The school currently uses a range of resources to measure impact of support for wellbeing and mental Health; SDQ,RCADS,BOXALL self reporting scales – This is not yet consistently used.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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## Leadership and management action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
All stakeholders will have a clear understanding of the role of the DMHL	Shared documents Staff meetings Newsletters Governors meetings	There will be a clear understanding of the DMHL role	Training	DMHL	05/09/2022	Click or tap here to enter text.
There will be a whole school approach to mental Health and Wellbeing.	Through inset and staff meetings information will be shared and time given discuss and review key documents	The whole school approach to Mental Health and Wellbeing will be reflected in policies and Key documents	Training Time to work on Policies and other Key documents	All staff	14/12/2022	Click or tap here to enter text.
There will be consistent use of resources to measure impact of interventions	Key action group to discuss and agree upon appropriate methods/assessments to use to measure impact of interventions.	Senior Leaders will have a clear understanding of the impact of interventions to support Mental Health and Wellbeing.	Time Range of resources available	DMHL to source and share range of measures available	05/09/2022	Click or tap here to enter text.
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## 2.0 Identifying needs and monitoring impact of interventions

**Objective:** to understand and plan appropriate responses to pupils' and students' mental health and wellbeing needs.

Area of whole-school approach:	Current position/audit	R	A	G
2.1 Senior leaders and staff understand the impact that poor mental health and wellbeing can have on children and young people's readiness to learn – and other indicators, such as attendance, attention, behaviour, and attainment.	<i>How is this fed back to staff and parents? How is this referred to in policies and practice?</i> Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2 Staff understand the impact that poor mental health and wellbeing can have on children and young people's readiness to learn – and other indicators, such as attendance, attention, behaviour and attainment.	<i>Do you have in place relevant tools to assess need and monitor interventions to support pupil and student progress?</i> We have a range of relevant tools and interventions that key staff are aware of and will use. It would be good to broaden this so that class teacher were able to use these tools at an earlier stage.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.3 Staff understand the range of mental health issues they are likely to encounter in schools and colleges, and the risk factors associated with specific groups, including those who have suffered trauma, vulnerable groups such as children who have or have had a social worker, looked-after and previously looked-after children, young carers and those identified as otherwise vulnerable, those with special educational needs and those from ethnic minority backgrounds.	<i>Do you have a process to identify those who may need additional support? Does this include working with other staff across the school to use pre-existing documents, such as Education Health Care Plans, where appropriate?</i> The school has had training in the past on attachment, trauma, resilience etc. staff have changed and there could be a regular refresher for staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.4 Senior leaders and staff understand how life experiences can lead to mental health fluctuations.	<p><i>Is training provided for staff on ACES/mental health and emotional learning/development?</i></p> <p>There has been training around ACES</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.5 Key staff know and understand how to differentiate when the need of the child or young person would be better met by an education or health intervention, specifically in relation to SEND.	<p><i>Are key staff able to make decisions about whether a health or education intervention is more appropriate and access this support with reference to the Local Offer?</i></p> <p>DMHL, SENDCo &amp; PFSA would recognise this and be able to access a range of support from within and outside the school.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.6 Key leaders and staff understand the tools used by mental health professionals to baseline and measure outcomes of interventions.	<p><i>Do key staff recognise the tools? They do not need to know how to use the tools, but they should be familiar with them.</i></p> <p>A range of tools are available but not all staff would be aware of these yet</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.7 Key staff monitor the impact of interventions provided to individuals or small groups and adapt the approach as needed.	<p><i>Are interventions evaluated for impact? Where is this fed back? Who does the monitoring?</i></p> <p>Forest School is monitored session by session and written feedback sent to Head and SENDCO</p> <p>Interventions are monitored but this could be more consistent. Feedback to parents is something that also needs to be more consistent</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Identifying needs and monitoring impact of interventions action plan**

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
Key staff will be responsible for monitoring interventions provided.	Agree on how often interventions will be monitored and by whom	There will be evidence of monitoring interventions and adaptations seen if required.	TIME	Core group	05/10/2022	Click or tap here to enter text.
Staff will have regular refreshers around tools available to identify difficulties and possible interventions	Mental Health to be on agenda at each staff meeting	Staff will be able to identify and seek support early for pupils who may need further support around mental health needs.	Staff meeting time	DMHL	05/10/2022	Click or tap here to enter text.
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### 3.0 Targeted support and appropriate referrals

**Objective:** to ensure children and young people can get timely and appropriate support.

Area of whole-school approach:	Current position/audit	R	A	G
3.1 Key staff understand the types of statutory and independent mental health services that commonly exist in each local area, the needs they each meet, and when they are appropriate to access as part of a whole-school or college approach.	The Local offer provides information to support this and is accessed by the DMHL and other Key staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.2 All staff are aware of processes and procedures for support and referral when there are concerns about a pupil's emotional or mental health.	<p><i>Do you, for example, have regular meetings to identify pupils, use wellbeing scales, self-referral routes? What do you have in place for support or referral?</i></p> <p>Monthly meetings are held with the senior mental health lead and the Mental Health team that are linked to the school.</p> <p>Termly Pupil Progress meetings also will highlight children and referral routes are shared</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3 Staff understand the importance of forming strong partnerships with local services and the wider community.	<p><i>Are key staff able to identify and access the most appropriate statutory or independent mental health service provision available in your local area?</i></p> <p><i>There are a number of support meetings that provide opportunity for key staff to link with other professionals to form close partnerships to support both adults and children in the local area. Pyramid meetings, One Team, Mental Health Leads The routes are there the capacity is often the problem.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4 Key staff understand the threshold for making a referral to various services including NHS children and young people's mental health services (CYPMHS, previously CAMHS), and the scope and limitations of what the NHS can offer.	DMHL meets regularly with the MHST team and Pyramid group with the EP where information is shared and discussed around referrals and thresholds.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>





**Targeted support and appropriate referrals action plan**

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
To have a clear referral system that can be accessed and understood by all stake holders.	<p>To gather the information into an easily accessible document to share with stakeholders.</p> <p>Ensure links are on website and other social media linked to the school.</p> <p>Share different designs and gather child and parent views</p>	Stakeholders will have a clear understanding of what is available and how to get a referral.	Time to gather the information and develop the overview.	Mental Health Group	22/12/2022	Click or tap here to enter text.
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## 4.0 Staff development

**Objective:** for staff to support their own mental wellbeing, and that of pupils and students.

Area of whole-school approach:	Current position/audit	R	A	G
4.1 Senior leaders and staff understand the importance of staff looking after their own mental health.	<p><i>Are key staff able to access and utilise tools, strategies and resources to support their own mental health?</i></p> <p>A focus group worked together Autumn 2021 where staff mental health was the main focus.</p> <p>There are a number of events throughout the year to support staff to have a sense of belonging.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.2 Senior leaders understand the importance of working with staff to promote and support a positive culture of staff mental health and wellbeing.	<p><i>Are leaders able to identify and utilise tools, strategies and resources to confidently engage staff to help promote and support their mental health and wellbeing?</i></p> <p>School has bought into CARE and there are posters around school to signpost staff to group to support mental health.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3 School or college has in place evidence-based approaches for supporting their own, staff and pupil or student mental health and resilience, such as trauma informed, counselling, mindfulness and other approaches, and understands the role these can play as part of a holistic approach.	<p><i>What approaches are used to facilitate the development of school staff? Do these include identifying critical training and ensuring that all staff can recognise and understand the process to respond to mental health concerns?</i></p> <p>Mindfulness is used across the school and there has been previous whole school training of this and resilience.</p> <p>There is less available for staff to tap into other than the CARE counselling service and DMHL who is available for staff to go to.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4 School or college has in place a system for signposting and arranging appropriate support for staff dealing with mental health issues and incidents in the school/college.	<p><i>Is there a staff stress-management or similar policy in place? Do leaders signpost and increase and promote awareness of resources to support staff?</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4.5 Staff can recognise the signs and symptoms of pupils at risk of/with emotional and mental health needs and are confident in dealing with disclosures and incidents.	<i>Is adequate staff training provided?</i> <i>This needs to be ongoing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Staff development action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
To have systems in place to signpost and arrange appropriate support for staff dealing with mental health issues.	Staff stress management Policy to be explored	There will be a policy in place that is followed that will identify support for staff when they have had to manage a difficult incident in school, have outside influences that are impacting on their mental Health, or when workload is difficult to manage.	Time in staff meetings to discuss Link with other school's who have a stress management policy?	HT with input from all staff	16/12/2022	Click or tap here to enter text.
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## 5.0 Creating an ethos and an environment

**Objective:** to create an ethos and environment that promotes respect and values diversity.

Area of whole-school approach:	Current position/audit	R	A	G
5.1 Staff in schools and colleges understand the importance and potential impacts of cross-cultural contexts, health inequalities, disadvantage, discrimination and vulnerabilities within the school/college community and local area and their potential relationship to, and impact on, mental health.	<i>How do staff promote openness and understanding to normalise mental health fluctuations? Does the school celebrate difference and diversity, display anti-stigma messages and signpost where to access support?</i> There are posters around the school that celebrate difference and diversity and mental health difficulties. These need to be highlighted better perhaps and have a key area in school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.2 Senior leaders and staff understand how critical the relationships between staff, children and young people are in promoting wellbeing and a sense of belonging to - and liking of - school or college.	<i>What systems are in place to build sense of belonging? House systems, class identities, presentations, performances, team sports, councils, etc?</i> Staff are very aware and on the whole have very good relationships with the children. There is an ethos of a relational approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3 Staff have a good understanding of the wider interventions that children and young people might be going through, such as contact with the justice system or social services, and how these may impact on mental health and wellbeing.	<i>Do leaders share with staff different interventions pupils may be accessing to support staff understanding?</i> Information is shared with a 'need to know' basis - this may be too narrow given the impact it can have on children's ability to manage in school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



<p>5.4 Senior leaders and staff understand the importance of creating an ethos and conditions that support positive behaviours for learning and for successful relationships to provide an emotionally secure and safe environment that prevents any form of bullying or violence.</p>	<p><i>Are there healthy options at lunch time? Is water available? Are there friendship benches, quiet areas, pleasant staff rooms? Are different policies and processes (equality and diversity, bullying and harassment, behaviour and safeguarding) working together to support wellbeing?</i></p> <p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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## Creating an ethos and an environment action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
Whole school awareness and understanding of difference and diversity and Mental Health fluctuations.	Audit around school looking for evidence of information(posters etc) that are promoting difference and diversity and mental health fluctuations. Looking at the programme of study for PSHE and where these areas are focussed on. Celebrate national days that link to mental health and difference and diversity and have them planned in the calendar at the start of each year	There will be a range of evidence visible that shows how the school celebrates difference and diversity and understands and supports fluctuations in mental health.	Click or tap here to enter text.	Core group Whole staff	05/09/2022	Click or tap here to enter text.
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## 6.0 Enabling student voice

**Objective:** to ensure that the voice of every learner is heard and valued, and influences decisions.

Area of whole-school approach:	Current position/audit	R	A	G
6.1 Senior leaders and staff understand the role of pupils and students in developing an inclusive whole school or college approach.	<i>How do you empower students? How do you hear pupil voice? How are students involved in influencing school decisions?</i> Pre Covid there was a School Council. This will be resumed ASAP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.2 Staff understand the importance of ensuring that a range of voices are heard, which reflect the diversity of the pupil and student community.	<i>Are those with additional needs and communication difficulties included in the co-production, and embedding, of their whole school or college approach?</i> Representations of children from across the school and range of needs will be part of the core group for developing a whole school approach to Mental Health and Wellbeing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3 Staff use a range of strategies for engaging with pupils and students with different communication preferences or needs.	<i>Can staff identify opportunities for appropriate use of pupil or student peer-led wellbeing support?</i> Small group interventions are in place in school for Social Skills Circle of Friends – is used to support children develop friendships and understanding of others Peer Buddies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.4 Senior leaders and staff understand how and why to feedback to students about the impact that their participation or consultation has had.	<i>Are pupils consulted regularly and do their views influence teaching and learning, including PSHE and Citizenship?</i> Click or tap here to enter text.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



### Enabling student voice action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
Pupils in the school will be able to have some influence on what they are learning within PSHE and Citizenship.	Questionnaire for Children to include responses around the content of what they learn in PSHE and Citizenship etc	Pupils will feel they have influence in their own education.	Time made available for a questionnaire	Class teachers	02/01/2023	Click or tap here to enter text.
There will be Pupils Voice heard within the whole school approach to Mental Health and Wellbeing	Ensure there are a range of abilities, needs and ages within the core group.	Pupils will see that they have a voice within the school community and will have a greater understanding of support that is available	Time	Core group	30/09/2022	Click or tap here to enter text.
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## 7.0 Working with parents, families and carers

**Objective:** to work with parents, families and carers so that everyone works as a genuine team around pupils and students, with a consistency of approach and shared aims and strategies.

Area of whole-school approach:	Current position/audit	R	A	G
7.1 Staff understand the importance of effective engagement with parents, families and carers in the local community, to implement an effective whole school or college approach, and to support the mental health of individual pupils and students.	<p><i>Can staff develop strategies to engage parents, families, carers, virtual school heads and the local community in promoting a culture of wellbeing within and outside school hours?</i></p> <p>Staff understand the importance but it proves difficult to engage some of the families in the community.</p> <p>We have held courses for parents previously in evenings and during days to allow for working and child care.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7.2 Staff understand what prevents some parents, families and carers from engaging.	<p><i>What do you know about why some parents, families and carers don't engage? How do you know this?</i></p> <p><i>This can be due to their own insecurities and it is important that the school takes an approach that is not formal for our parents to engage.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.3 Staff understand how they can make their school or college feel more accessible.	<p><i>Do staff use different methods of communication: home-school liaison booklets, websites, apps, regular phone calls, home visits?</i></p> <p>We have a vareity of communications available to parents</p> <p>Home school books, Facebook, Twitter, Parent Mail, phone calls home, virtual parent evenings, website, PFSA</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7.4 Staff have developed a range of strategies for successfully engaging parents, families and carers in mental health, including when relationships are difficult or a parent, carer or child is distressed.	<p><i>Do staff signpost relevant evidence-based resources for parents, families and carers so they can develop skills and strategies to support both their child and themselves?</i></p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	We have run Parent Groups to develop undertsnadinga nd offer support for parent – Drug Proof Your Kids, Triple P and Tuning into kids. We will be linking with the MHST team who will be offering some parenting groups to support mental health. We have a full time PFSA			
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### Working with parents, families and carers action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
To offer parents a range of support programs	Work with other schools and the MHST team to set up groups and individual support for parents. Use the newsletter and other resources the school uses to inform parents of what is available in the community and in school.	Parents will have the knowledge and awareness of opportunities in school and the local community where they can get support around mental health needs.	Click or tap here to enter text.	PFSA	21/12/2022	Click or tap here to enter text.
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## 8.0 Curriculum, teaching and learning

**Objective:** to promote resilience and support social and emotional learning.

Area of whole-school approach:	Current position/audit	R	A	G
8.1 Key staff understand the mental health and wellbeing content in the statutory health education curriculum in schools (PSHE and RSHE programmes), and associated guidance on the safe teaching of difficult mental health issues, including the importance of close collaboration with leads for child protection/pastoral/safeguarding and SENCOs, to ensure that teaching is age and developmentally appropriate and sensitive to the needs of all pupils.	<p><i>What has your audit of the PSHE and RSE curriculum for mental health and wellbeing content discovered with regard to staff understanding?</i></p> <p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.2 Key staff understand how to integrate mental health and wellbeing into the wider curriculum to support outcomes for pupils and students.	<p><i>Have your audits discovered the use of cross-curricular or wider-school opportunities, such as guest speakers/assemblies and so on, to promote mental health and wellbeing?</i></p> <p>Click or tap here to enter text.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.3 Lessons around emotional and mental health are monitored and evaluated for impact.	Click or tap here to enter text.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Curriculum, teaching and learning action plan**

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
Audit of the curriculum coverage	Audit to be carried out	Areas will be identified that need further training/resources available	Time	PSHE RSE lead	26/10/2022	Click or tap here to enter text.
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