Warwickshire County Council Whole School SEMH Audit

This audit was developed for WCC's WISSSP workstream started in Autumn 2019 and draws from the baseline audit completed by schools in Wave 1 of the NHS/DFE Mental Health Trailblazer project, the SEMH audit which the Children's Public Health team will be asking schools to complete from September 2019 onwards, Oldham Council's self-assessment checklist and the audit devised by Tammy Mason and Eileen Kell (in its turn based on 'Behaviour and Attendance: in-depth audit for primary schools © Crown Copyright 2004) to support those schools who worked on SEMH capacity projects.

Scoring system
0 = No indicators ticked
1 = Half or fewer ticked
2 = More than half ticked
3 = All ticked

1 Management & Leadership			
How is the school or college providing visible senior leadership for emotional health & wellbeing?	Score 0 / 1 / 2 / 3		
Indicator of good practice	*Examples*	*Evidence*	Tick ✓
Senior leadership ensure efforts to promote emotional health and mental wellbeing are accepted and embedded within the school or college.	School vision statement/ethos clearly demonstrates importance of emotional health and wellbeing. There is commitment from SLT and Governors to address social, emotional and mental wellbeing, which is referenced in school or college improvement plans.		
Governors understand emotional health and mental wellbeing issues, and support this agenda.	There is a Governor with a lead role for SEMH. School performance reports to Governors include a focus on children with SEMH needs as a vulnerable group.		

	Governors are able access training to develop their understanding around SEMH issues.		
A named member of the teaching staff has responsibility for leading and coordinating the approach to mental health and wellbeing across the setting	The NHS Mental Health Traiblazer suggests that the Mental Health Lead could be responsible for: • Liaising with external mental health services • Being a point of contact for parents with concerns about their child's mental health • Identifying and/or assessing pupil/student mental health needs • Encouraging and enabling the student voice to drive forward improvements and promote positive mental health and wellbeing • Teaching pupils about mental health and wellbeing • Coordinating mental health provision in the school • Monitoring mental health and wellbeing across the school • Identifying opportunities to train staff about young people's mental health and wellbeing • Training staff about young people's mental health and wellbeing • Monitoring and supporting staff wellbeing • Providing pastoral or therapeutic support to individual pupils • Working with other schools/colleges/institutions on mental health		
An emotional health and mental wellbeing policy for all children and young people and	The school's policy reflects national policy and guidance, including how mental health is		

Indicator of good practice	Examples	Evidence	Tick ✓
staff has been developed using a whole school approach.	dealt with in the school/college, how it is taught, and guidance for staff when dealing with mental health issues		
Pupils, staff and parents are involved in developing policies that are reviewed and responsive to the evolving needs of the school community.	Parents and pupils' views and guidance are sought appropriately and where relevant in formulating policies such as: safeguarding; confidentiality; personal, social, health and economic (PSHE) education; social, moral, spiritual and cultural (SMSC) education; behaviour and rewards; anti-bullying; self-harm; unexplained death/bereavement		
Senior leaders, teachers, teaching assistants, learning mentors have a clear understanding and knowledge of the external support services that are available to provide additional targeted mental health support.	Such as: Counselling Support, Cognitive behavioural therapy (CBT), Clinical psychological support Educational psychological support Rise / CW Mind School Health & Wellbeing Service Specialist Teaching Service Other therapy, e.g. art or music therapy		

2 School Ethos & Environment

How does the school or college's culture promote respect and value diversity?	Score 0 / 1 / 2 / 3		
Indicator of good practice	*Examples*	*Evidence*	Tick ✓
The senior leadership team provides clear leadership to create and manage the physical, social and emotional environment as these impact on staff and pupils/students emotional and mental health wellbeing.	The current Improvement Plan demonstrates the current focus for mental health and wellbeing with clear actions and ownership. There is dedicated staff training, sign-posting information (staff and students), PSHE and library resources and targeted mental health campaigns (including tackling stigma and discrimination).		

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	School has or is working towards WCC Workload Charter or similar There are regular one to one review of staff wellbeing, distinct from Appraisal meetings		
There is a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours.	Positive equality and diversity-focussed messages are delivered as appropriate through assembly themes/across curriculum/specifically in PSHE sessions Work on learning behaviours could include understanding of multiple intellgences, different learning styles, focus on the 4 Rs (resilience, reciprocity, reflection, reciprocity) Behaviour policy may be based on restorative practice. Health and Safety inspections include a focus on possible unsafe areas Regular pupil surveys canvas their thoughts on how safe they feel in and around school.		
There is a culture of inclusiveness, and communication that ensures all staff and young people's concerns can be addressed (including the concerns of those who may be at particular risk of poor mental health).	Open door policy at all levels School has adopted Protected Behaviours programme or similar Thought/worry boxes (or other means of sharing concerns) are emptied daily and followed up Regular staff surveys carried out.		
Pupil Voice: The school ensures all students have the opportunity to express their views and influence decisions..	Children (regardless of age and ability) have a powerful voice in: • learning • decision making		

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	• peer-led approaches (children supporting children) • development of strong social networks • planning and evaluating organisation-wide approaches to promoting social, emotional and mental wellbeing.		

3 Curriculum, teaching & learning

What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?	Score 0 / 1 / 2 / 3		
Indicator of good practice	*Examples*	*Evidence*	Tick ✓
The curriculum promotes positive behaviours and successful relationships and helps reduce disruptive behaviour and bullying.	Teaching knowledge about mental health and wellbeing (e.g. how to recognise problems and where to go for support) Teaching or sessions on particular mental health and wellbeing issues (e.g. body image, eating disorders, self-harm, or how to promote positive mental health and wellbeing) Activities to raise awareness of mental health and wellbeing and to reduce stigma (e.g. assemblies, themed weeks, notice boards) Personal, social and health education (PSHE) and relationships and sex education (RSE) are embedded across the curriculum and culture of the organisation.		
The school/college's approach seeks to build emotional skills as well as knowledge.	Teaching skills to support mental health (e.g. universal CBT, mindfulness, problem solving, coping skills)		

	Tailored interventions teach, where appropriate, social and emotional skills, attitudes and values		
Additional support and evidence-based targeted programmes and interventions are available	In-school counsellors Self-help resources A Quiet Room **(not an isolation room!)** Boomerang Nurture Groups Mindfulness		
Social and emotional skills development are integrated within all subject areas	Skills could include problem solving, coping, conflict management/resolution and understanding and managing feelings		

4 Staff Development, Health & Wellbeing

How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?	Score 0 / 1 / 2 / 3	

Indicator of good practice	*Examples*	*Evidence*	Tick ✓
Staff have the knowledge, understanding and skills to deliver a curriculum that effectively integrates the development of social and emotional skills within subject areas.	Staff have received training on successful learning behaviours. Curriculum plans highlight opportunities for the development of social and emotional skills across all subject areas		
Training is provided to staff to support children and young people's social, emotional and psychological wellbeing.	This includes identifying and assessing needs at the earliest opportunity around: • Anxiety • Attachment • Children Looked After • Low mood • Self-harm • Engaging with families • Empathy		

	• Measuring mental health and wellbeing in schools Staff are able to assess whether a specialist should be involved and can make an appropriate request using the school's agreed referral process.		
Support is provided to enable staff to reflect on, and take actions to enhance their own wellbeing	There could be a workplace charter providing a set of standards for workplace health, including mental health (e.g. www.wellbeingcharter.org.uk). Regular staff wellbeing sessions are conducted - outside of appraisal process.		
Support is provided by promoting a work-life balance for staff.	Regular staff surveys are conducted, outcomes and follow up actions shared.		

5 Identifying Need & Monitoring Impact

How does the school or college assess the needs of students and the impact of interventions to improve wellbeing?	Score 0 / 1 / 2 / 3	

Indicator of good practice	*Examples*	*Evidence*	Tick ✓
A systematic measure is used to assess pupil emotional health and mental wellbeing (including identifying those who need extra support). Assessment outcomes are used as the basis for planning activities and measuring impact.	Boxall profile Strengths and Difficulties Questionnaire (SDQ) General Health Questionnaire (GHQ12) Pupils Attitudes to School and Self (PASS) Revised Children's Anxiety and Depression Scale (RCADS) Schools and Pupils Health Education Unit Survey (SHEU)		
Data is used effectively to monitor and act on changes in pupils' patterns of attainment, attendance or behaviour. In secondary schools there is an effective pastoral system so that at least one member of	Termly/half termly pupil progress reviews include these areas.		

staff (e.g. a form tutor or class teacher) knows each pupil well and can spot where changes in behaviour may have a root cause that needs addressing.			
Understanding of pupils' needs is used to inform commissioning decisions at school / college level or across school clusters	Pupil progress review meetings are attended by Mental Health Lead – or information is shared. This information is included in reports to Governors		
The impact of any support that is put in place is monitored and recorded.	Monitoring of children with semh need is pursued in same way as other vulnerable groups.		
6 Working with Parents, Carers & Community			

How does the school or college work in partnership with parents and carers to promote emotional health and mental wellbeing?	Score 0 / 1 / 2 / 3

Indicator of good practice	*Examples*	*Evidence*	Tick ✓
All pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children) are engaged in genuine participation, including pupils / students in difficulty whose families may feel blamed or stigmatised.	Online engagement, e.g. Tapestry for Early Years Alternative arrangements offered to those parents who find it a challenge to engage with 'traditional' information sharing events – SATs,Year 6 transition,Options evening Pupil reports. Workshop type sharing events put on during day where parents can participate with their children. Social opportunities, e.g. school fetes, parent/carer assemblies Parent/carer workshops on managing exam stress, managing access to technology		

Parents are provided with information about the school's policies on promoting social and emotional wellbeing and preventing mental health problems.	Key messages and welcome on school website Prominent theme in all induction evenings Parents Noticeboard/newsletters promoting events/support available		
Parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing.	Information and training available in school to enable staff to signpost support for parents Offer Early Help where needed Support to participate fully in any parenting sessions by offering a range of times for the sessions or providing help with transport and childcare Drawing on WCC Family Information Service		

7 Co-ordinated Support

How does the school or college ensure timely and effective identification of students who would benefit from coordinated support and ensure an appropriate graduated response is in place?	Score 0 / 1 / 2 / 3		
Indicator of good practice	*Examples*	*Evidence*	Tick ✓
School adopts 'assess, plan, do, review' cycle for this area of need.	Specific help within school such as inclusion in nurture group is provided for children most at risk (or already showing signs) of social, emotional and behavioural problems. Children who are showing difficulties in managing emotions or behaviour are identified and assessed, using joint problem solving with the child where appropriate and their parents/carers and other professionals. An action plan is agreed as the first stage		

	of a response and more intense, evidence-based work is provided on social and emotional skill development according to the child's needs which may need support from external agency - the need for additional external agency involvement is considered through a consistent, structured approach		
Children/ Young people receive clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.	Consistent and regular messages from all staff who work with children during lessons and assemblies, noticeboards, school intranets.		

Scores

	Date (for first round of audit)	Date (for subsequent review)
Management and Leadership		
School Ethos and Environment		
Curriculum, Teaching and Learning		
Staff Development, Health and Wellbeing		
Identifying Need and Monitoring Impact		
Working with Parents, Carers and Community		
Co-ordinated Support		
Total Score		

And finally ….a few school statistics for comparison over the duration of the project:

	First date	Review date
Attendance %		
Persistent Absence %		
Fixed Term Exclusions (number of pupils)		
Permanent Exclusions (number of pupils)		
Number of children with SEMH need being supported from school resources		

Referrals to outside agencies for SEMH need (number of pupils)		

Action Plan

The tables below are designed to help you summarise where you are within your own school so that you can devise your School SEMH Action Plan.

Four things we do well to support children with SEMH need and would be happy to share.
1.
2.
3.
4.

Four ways in which we could improve in this area (and how we might go about this).
1.
2.
3.
4

Please also indicate some **<u>resources</u>** (physical spaces, equipment, programmes of work) that you think are significant to the success of your work with children with semh need – this will help you identify strengths and barriers to delivery of your action plan