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# **Whole School Approach to Emotional and Mental Well-being Self-Assessment Tool**

June 2021

# Whole School Approach to Mental Health and Emotional Well-being

## Self - Assessment Tool

### **Introduction:**

The World Health Organisation defines health as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'. It further defines mental health as 'a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' (WHO, 2019). Mental well-being includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.

Education and mental well-being are closely linked and promoting the health and well-being of learners within schools can positively impact learner cooperation, commitment, learning and engagement (Public Health England, 2014). This means having a school culture, ethos and environment that nurtures learners' health and well-being can improve their educational outcomes.

The four purposes of the new curriculum for Wales are that all children and young people will be ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. Schools will design their own curriculum, which enables learners to make progress to these purposes. The whole-school approach supports these aims and the evidence points to academic and social development as being intrinsically linked. Within the new curriculum, the Health and Well-being Area of Learning and Experience is the anchor around which the whole-school approach to emotional and mental well-being will be built. It will ensure mental health is given parity with physical health and emotional well-being and attainment (Welsh Government- Framework guidance on embedding a whole-school approach, 2021).

### **A whole school approach:**

A whole school approach recognises that every aspect of the life of the school can impact on our health and wellbeing and all of those within the school community; students, teachers and support staff. A whole school approach acknowledges that the environment and ethos of a school is just as important as the curriculum and policies. It involves working across the curriculum and extra-curricular activities. It should involve learners, parents and carers, staff and governors all working together as a school community to improve well-being based on a shared understanding of the needs of the school community.

It considers all aspects of need from universal approaches to promoting good health and preventing ill health to more targeted approaches for those individuals at greater risk and specific support for those individuals with identified needs, with a focus on early intervention. A whole school approach successfully delivered will involve developing effective working partnerships between the school and all of the agencies in the wider system that can provide specialist advice and support.

## **Aim of the Assessment Tool and guidance:**

This self-assessment tool and guidance will provide a broad overview and a starting point for development of the whole school approach to emotional and mental well-being and a process that should be returned to as part of a process on ongoing enquiry and review. It should not be seen by schools as a 'tick box exercise', but a means to foster an inclusive dialogue across the school community that helps the school identify what it is currently doing well and what areas need further development or improvement. Completing the tool will draw on multiple sources of evidence from hard data as well as an exploration of thoughts and feelings from the whole school community. Having identified areas for improvement these should be prioritised into an action plan that can be incorporated into wider school development and improvement plans.

For many schools, the assessment tool and guidance will support the process of reviewing and improving work that has already been done around emotional health and mental well-being. For schools that are at an earlier stage of the journey, this will support them in developing the culture which supports the well-being of children and young people and to embedding the whole school approach to emotional and mental well-being.

## **How to use the tool:**

The assessment tool uses key questions from the Welsh Government statutory framework on 'embedding a whole-school approach' to emotional & mental well-being and will replace the existing National Quality Award Emotional Health and Well-being criteria of the Welsh Network of Healthy School Schemes (WNHSS). The process of completing the tool and the discussions that the school has, involving all parts of the school community, is the most valuable part of the process. There is little value in a small group of individuals completing the tool in isolation.

Welsh Government has provided additional funding to support schools in undertaking this assessment, your local Whole School Approach Implementation Lead and your local Healthy Schools Team will be available to support you in this process.

The assessment tool should be utilised in the following way:

- The assessment tool should be completed through a shared process. There is value in individuals considering their own thoughts in advance and then coming together to discuss their scoring and then through discussion coming to a conclusion
- Schools will probably find they need to work through it in sections rather than in one go
- The tool should ideally be completed by different groups within the school, for example the Senior Leadership Team; Health and Well-being leads; teachers; support staff; parents and learners. The thoughts and views of the different groups should then be amalgamated to provide an overarching score. It is very important that you consider and discuss when different groups come to a different conclusion and why that might be
- Each group should document the evidence they used in coming to their score.
- Guidance is available to help you complete the tool and it is intended that this will be developed over the next year to be more comprehensive
- The school should agree priorities for action following the assessment and it is important that these are based on the evidence you have gathered and are realistic. You may wish to develop a longer-term plan with staged implementation

- Your Local WSA Implementation Lead will facilitate support to review your assessment and plans and we would encourage schools to work with their school cluster to share thoughts and priorities. This is particularly valuable as transition from primary to secondary school is a key time when mental and emotional health problems can develop. A shared approach to priorities across the cluster may be helpful. Secondary schools may also find it valuable to participate in peer review with other similar schools.
- The Implementation Lead / Healthy Schools practitioner will maintain support with the school, and review progress of an agreed timescale. They will gather information on priorities for development so that common areas are identified and fed into the regional and national working where additional guidance, training or support is needed
- This process is a live document and needs to be kept under review. We would suggest that schools review action annually with a more in depth review every two years

### Scoring System

You are asked to rate your schools progress against each indicator. There are no right and wrong answers, what is important is that you can evidence your scoring as a group. Benchmarking and peer review exercises will help to refine these.

<b>4</b>	<p><b>Excellent progress</b></p> <p>Our school was able to identify a range of supporting evidence and examples and the assessment of individual groups within the school was consistent. Very few areas for improvement were identified.</p>
<b>3</b>	<p><b>Good progress</b></p> <p>Our school was able to identify evidence to support most aspects of the indicator and there was consensus across the majority of groups but there were some areas for improvement identified.</p>
<b>2</b>	<p><b>Adequate progress</b></p> <p>Our school has core elements in place but a number of areas for further improvement were identified or there was significant disagreement across groups undertaking the assessment.</p>
<b>1</b>	<p><b>Area for development</b></p> <p>Our school can identify little objective evidence to support the indicator and there was a consistent view that this was an area for development.</p>

<b>A Leadership and commitment – our school through its ways of working, policies, allocation of staff and resources can clearly evidence leadership for and commitment to a whole school approach to emotional and mental well-being</b>						
	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	A senior member of staff is designated as lead for health and well-being including the whole school approach to emotional and mental well-being framework; supported where appropriate by other members of staff	Health & Well-Being Lead appointed ... Happy healthy Helpers PVG Group formed .... Steering committee Support and advise given by Mr Burnell, Link Governor, External Agencies. Local Area Coordinator supported Miss Gaffney during the pandemic to reach families in need. Leadership teams at all levels prioritise health & well-being (SLT, AoLE Lead, Link Governor, staff, Link TAs, PVGs) Emotional Health and Well-Being practitioner has supported Miss Gaffney, parents and children in order to provide support on emotional and mental wellbeing.				
2	Our school development and improvement plans include measurable action to promote emotional and mental well-being in the whole school community	Features heavily in SIP/ SER documentation. SIP target prominent on all agendas set for staff, PVG, TA, governor and admin meetings INSET and ADDs agendas demonstrate priority given. Governor Meeting Minutes.				
3	Our school can evidence a continuous improvement approach in which plans are regularly reviewed against outcomes and change is made as necessary.	Review week reports undertaken by the H&W AoLE measure improvement and further action against targets set which informs and updates the SIP review and school's SER.  Outcomes and impact of Pupil drop in, CAMHS, Exchange, Good Thymes Gardening. Staff accessing counselling services which is supported financially by the school – whether it is personal, or work related. Decreased staff sickness levels Pupil attendance Local Area coordinator supported families during pandemic and moving forward. Early help hub support families and children- referral from H & W Lead.				

4	<p>Communication within our school and with our wider school community provide evidence of our commitment to learners and staff health and well-being, including emotional and mental well-being</p>	<p>A wellbeing area on our school website for pupils, parents and staff where info is shared and can signpost to services.</p> <p>The AoLE and Triple H have collaborated with other schools to share their good practice.</p> <p>Review weeks allows us to share our commitment to learners' wellbeing through reflection on our action plan and steps moving forward.</p> <p>Using the steering group to communicate with parents and wider community</p> <p>Offering parent workshops- CAMHS support</p>				

	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
5	Our school can evidence that, within available resources, support is provided for activities which promote emotional and mental well-being	CAMHS support for both children- group sessions, 1:1 support, parent and family support, parent workshops and TA training. Pupil Drop in run by HHH and AoLE Leader once a week PCSO involvement with KS2 classes New curriculum- wellbeing social stories attached to topics Good Thymes Gardening for children to be supported through mindfulness				
6	Our school has a range of policies based on best practice to create a positive ethos and culture which is supportive of emotional and mental well-being.	Policies are reviewed with the governing body and shared with all staff annually. These are easily accessible on our school website.  Our Emotional Health and Wellbeing policy highlights the impact of the PVGs and the Rights of the Child.  Positive behaviour policy- G2BG  Our school vision, mission and shared aims were generated collaboratively with all members and levels within the community: <a href="https://www.llangyfelachprimaryschool.co.uk/vision-and-values/">https://www.llangyfelachprimaryschool.co.uk/vision-and-values/</a>				
<b>B</b>	<b>Understanding the emotional and mental well-being needs of learners and staff – our school understands emotional and mental well-being issues within the school</b>					
	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Our school understands the emotional and mental well-being needs of the learners and staff in the school and how these have changed over time	Review week activities- listening to learners, parent feedback from external agencies all contribute to the wellbeing needs of the school community.  Working with the PVG and now steering committee to review, evaluate and agree on actions and next steps moving forward.  Parent workshop- CAMHS. Inset training- CAMHS. Thrive Training for 2 members of staff.				
2	Our school can identify and describe the needs of specific	Incerts- our assessment tool identifies progress of all learners.				

	<p>groups of learners who may be at greater risk of experiencing poor emotional and mental well-being.</p>	<p>Staff received training on ACEs during inset week (2019)  Return from Covid- focus on Wellbeing and boost groups.  Pastoral intervention groups within each class if and when needed.  VAP (Vulnerability Assessment tool) used prior and during covid to track progress from tests etc.</p>				
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	Indicators	Evidence Sources	4	3	2	1
3	Our school actively monitors a range of emotional and mental well-being outcomes against key indicators e.g. free school meals, ethnicity, to minimise inequalities in emotional and mental well-being.	VAP (Vulnerability Assessment tool) used prior and during covid to track progress from tests etc. FSM, EAL learners all monitored by ALNCo. Incerts to track these learners. Emergency hub offered to those vulnerable learners; pastoral support offered by H & W Lead via telephone check ins during Covid. EWO input to target vulnerable families and learners.				
4	Our school is aware of emerging health priorities and topics relating to emotional and mental well-being and is connected to wider strategic plans and priorities in the area.	SIP target- Improve approaches to Emotional and Mental Wellbeing support for all. The school liaises very effectively with partner agencies such as Child & Family Services, Early Help Hub, Women's Aid, and the Police. Many pupils and families have had support from Child & family services, Early Help Hub (EHH), Local Area Coordinator, Exchange, CAHMS, etc. The school works very productively and proactively with these agencies to support pupils and families. Working with the above agencies in order to understand the needs of the learners and the wider community- school nurse, PCSO- drug and substance misuse. Exchange counselling service delivering transition sessions to Year 6 pupils to support transition from Primary to Secondary.				
<b>C</b>	<b>Involvement and Engagement – our school can demonstrate how the whole school community is engaged and involved in the day to day life of the school, in influencing decision making and reviewing progress</b>					
	Indicators	Evidence Sources	4	3	2	1
1	Our school can demonstrate how it ensures that learner voice is prominent in all activity and that this reflects all learners.	Play Learn and Grow. Our school vision, mission and shared aims were generated collaboratively with all members and levels within the community: <a href="https://www.llangyfelachprimaryschool.co.uk/vision-and-values/">https://www.llangyfelachprimaryschool.co.uk/vision-and-values/</a>				

		<p>PVG have opportunities to review progress and monitor their area during review week activities- feed into SDP/ SIP targets and fed back to Governors. PVG and H &amp; W Lead to ensure coverage of H &amp; W across new projects/ curriculum. Action plan- to achieve Rights Respecting Silver Award.</p> <p>LPS Matrix- Self directed learning.</p>				
2	<p>Our school can demonstrate how it ensures that parents / carers and families are actively engaged in school life.</p>	<p>Communication via our app and webpage. Involvement of parents and carers through steering group, parent workshops.</p> <p>Strong links between staff and the community. Good relationship with H &amp; W Lead and families.</p>				

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	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3	Our school can demonstrate how it ensures that all staff are actively engaged and involved in decisions that impact on school life.	Our school vision, mission and shared aims were generated collaboratively with all members and levels within the community: <a href="https://www.llangyfelachprimaryschool.co.uk/vision-and-values/">https://www.llangyfelachprimaryschool.co.uk/vision-and-values/</a>  Review week activities- listening to learners, feedback from staff all feed into SDP/ SIP targets.  ADDs meetings, TA meetings, Training opportunities- CPD. Steering group with representatives from different roles within the school. Staff governors				
4	The school can evidence a range of partnerships with public and third sector agencies with expertise in emotional and mental well-being and how their expertise is informing action	Emotional Health & Wellbeing Practitioner (CAMHS) has delivered carefully planned and nurturing sessions that are designed to provide learners with strategies to face and overcome challenge, as well as giving learners the chance to explore their different emotions, improving their emotional health and wellbeing. Feedback from parents who attended the parent workshop was very positive. Attending the workshops has given our parents in the community a deeper understanding of how to support children and young people to develop their resilience, confidence and empathy.  PCSO, Early Help Hub.				
<b>D Workforce – our school can evidence how it supports staff within the school to maintain their own well-being and effectively promote emotional and mental wellbeing in others</b>						
	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Our school can demonstrate how it supports staff in maintaining and improving their emotional and mental well-being	Training- CPD, TA meetings, ADDs, performance management- opportunities to discuss what training is needed/ have their voice heard. Staff drop in every Wednesday after school (new innovative). Wellbeing wall in staffroom/ webpage- signposting support.				
2	Our school has considered the skills and competencies required by staff in undertaking their role to	Staff questionnaire completed where relevant training needs were identified. CPD form completed after training sessions.				

	<p>support emotional and mental well-being in our school and has a process in place to ensure they are able to develop and maintain these</p>	<p>Staff undertook Empathy Lab training which has allowed a greater focus and understanding of empathy and tolerance. This work has been used well within the pupil drop-in sessions (Turn Your Frown Upside Down). CAMHS and Exchange training attended by TA staff- pastoral resources used within intervention groups.</p>				
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	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3	Our school has a network of support in place for staff who are experiencing emotional and mental well-being problems to enable them to access appropriate help and support.	Return to work is completed with all staff who have been absent and relevant support is put in place- counselling etc.  Dedicated staff member- H & Wellbeing Lead signposts to relevant information and agencies through ADDS/ TA meetings.  Staff drop in to take place every Wednesday after work run by H & W Lead.				
4	Our staff who undertake specific roles in relation to emotional and mental well-being have access to professional support and supervision appropriate to their role.	Inset day training for TAs- CAMHS, Exchange, Charlotte Lowe Mental Health training CPD opportunities via ALN training menu. TA meetings/ ADDs. Signposting from H & W Lead to webpages/ resources available				
<b>E Relationships – our school recognises the importance of relationships and school connectedness in underpinning good emotional and mental well-being</b>						
	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Our school can demonstrate how it recognises and promotes the importance of learners, staff, parents and carers and the wider school community feeling connected to the school and having a sense of belonging	Healthy confident individuals- promoted through our PLJ and new curriculum. Rights of the child features within PLJ focus every fortnight. Connected community page on our website celebrates LPS and our community creating a sense of belonging. Community events- summer fete, concerts, sports day. The Triple H running Turn Your Frown Upside Down for pupils. H & W Lead running drop in for staff after school. Active participants in their learning through self directed learning/ LPS matrix. Workshops for parents run by Emotional Health and Wellbeing Practitioner.				
2	Our school can demonstrate how it fosters and develops healthy relationships between all members of the school community	Positive behaviour policy- G2BG and the LPS Code. Turn Your Frown Upside Down run by The Triple H. Emotion Coach training undertaken by H & W Lead and the Triple H.				

		<p>The Community Police Service visit the school to teach a comprehensive programme on substance and alcohol use. This is supplemented during class activities on Health and Well Being.</p> <p>The school nurse supports the school with SRE education. They work with Year 5 and 6 pupils specifically, however the school nurse can offer support to parents through links with H &amp; W Lead.</p> <p>Healthy relationships are discussed with pupils at an appropriate level during Personal and Social Education (PSE), Class Based Assemblies, WS Assemblies, Healthy Schools Work, Pupil Drop-in Sessions, HHH Workshops.</p> <p>Incidents of bullying are very rare. Nevertheless, there is a clear policy that bullying will not be tolerated. There is a positive and inclusive culture at the school which encourages tolerance and empathy.</p>				
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	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3	Our school recognises and evidences the importance of equality and human rights for emotional and mental wellbeing.	<p>The school is an accredited Level 1 (Bronze) United Nations Conventions on the Right of Children (UNCRC). We are currently working towards Level 2 (Silver)</p> <p>Use of PLJ to expose rights of the child.</p> <p>Universal provision for all children to access.</p> <p>ALN policy, Equal opportunities policy</p>				
<b>F Help and support services – Our school can evidence how it proactively recognises signs of emotional and mental well-being problems and works with others to facilitate access to timely help and support</b>						
	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Our school has a clear process through which concerns about the mental health and wellbeing of individual learners can be discussed and reviewed with a multi-disciplinary team to agree a plan of action.	<p>H &amp; Well-being Officer/AoLE Lead/ALNCo lead a team of highly trained staff to put in school programmes of support and to seek outside help from partner agencies when necessary.</p> <p>Many pupils and families have had support from Child &amp; family services, Early Help Hub (EHH), Local Area Coordinator, Exchange, CAHMS, etc. The school works very productively and proactively with these agencies to support pupils and families.</p> <p>The partnership working is a significant strength as we pride ourselves as a community focused school.</p> <p>The school effectively uses ‘My Concern’, an online tool, to log any concerns about cases of abuse and neglect with a focus on prevention. All teaching staff have received training in its use and all staff have access to the tool. They know that they are required to report concerns within the system.</p>				

		<p>All school staff have received ongoing training on Child Protection and Safeguarding. The Local Authority Safeguarding Officer has provided Safeguarding and Child Protection training for all staff and Governors. This is due for renewal in September 2022.</p> <p>The school has a very successful partnership with 'The Exchange' (Therapeutic Counselling Service) and CAHMS which results in vulnerable learners and families receiving the help and support they require.</p>				
2	<p>Our school can demonstrate how it fosters relationships with parents and other agencies so that it is aware of circumstances that might mean that learners are at greater risk of poor emotional and mental well-being e.g. family breakdown.</p>	<p>Regular parent meetings/ PCR for children with ALN. Parent workshops run by CAMHS.</p> <p>H &amp; Well-being Officer/AoLE Lead/ALNCo lead a team of highly trained staff to put in school programmes of support and to seek outside help from partner agencies when necessary. Information shared to agencies such as Early Help Hub where needed and consent is given.</p>				

	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3	Our school provides easy access to a range of support services appropriate to individual needs both within and outside the school.	Exchange counselling service is available for all learners/ parents. Emotional and Mental Wellbeing Practitioner is available to support learners, both 1:1 and in groups. EWO monitors attendance and will carry out home visits and support families where necessary.				
4	Learners, staff and the wider school community understand how to access help and that help seeking behaviour is encouraged.	Dedicated webpage for Health and Wellbeing support for learners, families and staff. Pupil drop in run by The Triple H. Signposting from H & Wellbeing Leader. My concern to document any safeguarding concerns. Training provided by Exchange and Team Around the Family- Self harm and mental health.				
<b>G School Environment and Facilities – the environment and facilities of the school support good emotional and mental well-being</b>						
	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Our school has a range of physical spaces and environments that support the emotional and mental well-being of learners and staff.	ALN resources- sensory tent and resources available for all learners.  Pupil drop in area- calming area  New outdoor classroom, allotment area developed by Good Thymes Gardening  Good links with Penllegare Woods  New orienteering programme installed, outdoor adventure trial.  Exercise equipment to be purchased, funded by the PTFA for both staff and learners to use. Artwork planned by Creative Crew around the school- toilets, foyer, early years- focus on wellbeing.				
<b>H Curriculum – the school curriculum, teaching and learning strategies demonstrate a clear understanding of the importance of building the foundations of good emotional and mental well-being</b>						
	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

1	<p>Our school curriculum provides developmentally appropriate learning and in relation to emotional literacy, positive psychological development and problem solving skills to support resilience in line with Welsh Government Curriculum Guidance.</p>	<p>New curriculum being developed by teaching staff at LPS- opportunity for holistic approach where H &amp; W is not taught in isolation but cross-curricular. H &amp; W Leader and The Triple H will have the chance to ensure coverage across each topic – see action plan.</p> <p>PLJ- four core purposes.</p> <p>Extra curricular activities- Good Thymes Gardening, Exchange support, Emotional Health and Wellbeing group support. Childrens Mental Health week.</p>				
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	<b>Indicators</b>	<b>Evidence Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2	Our school curriculum recognises and fosters the positive role of the arts, culture and sport in promoting emotional and mental well-being	<p>New curriculum projects written by AoLE Leaders with PVGs ensuring coverage of H &amp; W across the phases. AoLE Leaders will also have opportunity to ensure coverage of their own area is explicit through each topic. Providing outdoor learning and opportunities to learn in other environments- residentials, Good Thymes Gardening.</p> <p>Rich opportunities from external agencies- Swans, Ospreys, Balance Bikes, Curb Craft, Guitars,</p>				

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