



With Me in Mind

Working in partnership with

ASTON HALL JUNIOR & INFANT SCHOOL

A Whole School Approach to Mental Health and Wellbeing

2024/25



With Me in Mind Rotherham

Working Together Agreement

This joint working agreement is between With Me in Mind (RDaSH Mental Health Support Team) and **Aston Hall School**.

Purpose

This document outlines both the core offer the school can expect to be provided by With Me in Mind and the mutual expectations for the partnership and collaboration to be a success.

Core Offer

The With Me in Mind Team is made up of a variety of highly skilled and trained professionals. This includes Education Mental Health Practitioners, Senior Mental health Practitioners, Cognitive Behavioural Therapists, Psychotherapists, Participation and Engagement worker, Assistant Education Mental Health Practitioners, Team Lead and Clinical lead.

The team is trained to deliver specific mental health support to children and young people and will work with each setting to scope out and co-design the offer that is required within the skills, capabilities, and capacity of the service.

The team's contribution should always be considered as additional and complimentary to existing support available in school and With Me in Mind will work collaboratively and alongside the support that is already provided in school, such as counselors, educational psychologists, pastoral care, educational welfare officers and voluntary sector services. The support offered by the service will form part of the over-arching mental health approach within the school.

The core offer is:

1. To deliver evidence-based interventions for mild to moderate mental health issues.
2. To support the senior mental health lead in school or college to introduce and develop a whole school approach to mental health.
3. To give timely advice to school and college staff and liaise with external specialist services to help children and young people get the right support.

The MHST will provide interventions and support outside of term time to ensure a continuity of treatment. They will offer flexibility around where they see the child or young person or family or carer. Locations away from the school setting will also be made available.



School or College Setting

The core commitment from schools and colleges is:

1. Provision of a space within the school to work with identified students.
2. A named mental health lead will attend all meetings with the team, and complete training provided. - Kay Woodcock SENDCO - Sharon Wall SEMH support. Vanessa Stickland - SEMH support crisis focus.
3. The mental health lead will work with the team to develop a whole school approach to improving mental health and wellbeing, including referrals and the promotion of positive mental health, working with parents, staff, and the senior leadership team.

Information sharing, confidentiality, and consent

Issues around information sharing, confidentiality and consent should not be a barrier to children and young people accessing the service provided by the MHST. Information sharing should be based on consent as well as the nature of the child/young person's presenting need. MHST's will consider Gillick competency and Fraser guidelines when considering how best to engage parents/carers in their child's care. The MHST's will always strive to balance the child's wishes with the responsibility to keep them safe. There should be clear discussions around information, confidentiality and consent with the child/young person and their family (as appropriate) so that they are aware of what information is being shared. There will be mechanisms within each setting for MHST's to share information with each school regarding the children/young people they are working with.

Evaluation of the programme

All school settings will be asked to contribute to both local and national mechanisms that are required to evaluate the outcomes and impact of having a MHST in school and college.

School Signature.....Kay WoodcockDate.....25.6.24.....

Role in School.....SENDCO/School Mental Health Lead.....

With Me in Mind Signature.....R Evans.....Date.....25/6/24.....



Self-Assessment of Whole School Approach to Mental Health and Wellbeing

Standard 1: Management, Leadership and Governance

How is the school setting or college providing visible senior leadership for mental health and wellbeing?

FC	Action	0	1	2	Evidence / Names of key staff
	1.1 There is a named member of the governing body with overall responsibility for emotional health and mental wellbeing. This person understands their role in challenging and championing emotional and mental health wellbeing.		X	<input type="checkbox"/>	Sharon Wall - Team SMHL Vanessa Stickland - Crisis MHS Kay Woodcock – SENCO/ Mental Health lead Head teacher will all take a lead. SEMH falls within but make the role specific. Sept 2024 - Actions - Matt Duffy Governor and create a set criterion for this role. - This is to be shared with Governors ready for September
	1.2 There is a named Mental Health Lead with overall responsibility for mental health and wellbeing. This person’s role is promoted, and all members of the school community can identify this person. This person meets regularly with the With Me in Mind Senior Practitioner and Education Mental Health Practitioner assigned to your school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Kay Woodcock Mental health Lead Sharon Wall Mental health team Vanessa Stickland Crisis support Sept 2024- Names to be shared with Staff and into planned into the September 2024
	1.3 Leaders, including governors, ensure the mental health and wellbeing of students and staff is central to the school’s ethos and values. Evidence is gathered, about the mental health of staff and pupils and this is used to	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Trust level half termly questionnaires and surveys and results shared. Y5 and 6 children offered a pupil wellbeing survey and own PD survey



	develop future actions. These action plans are included in the school improvement plan.				<p>within the school. 'All about me' parent questionnaire into different languages so accessible. Every year. Need to more with the information.</p> <p>Sept 2024 - Information shared with staff to focus on - So what - what is happening with that information, staff to use to support practice and quality first teaching.</p>
	1.4 There is a forum for discussing mental health and wellbeing that meets regularly and has representation from the whole school community. Discussion points and actions are fed back to SLT.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Loose lips for parents, coffee and biscuits. Mostly SEN parents access this but invite for all.</p> <p>Sept 2024- Develop this further into 2024/ 2025 increase capacity - more mental health support focus sessions and expand the audience of loose lips to all parents - SIT team and Aspire invited to the first Loose Lips Autumn 1</p>

Welcome and Care	Partnership	Value and Include	Communicate
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Self-Assessment of Whole School Approach to Mental Health and Wellbeing



Standard 2: Settings, ethos, and environment

FC	Action	0	1	2	Evidence / Names of key staff
	2.1 Young people and staff feel safe and have a sense of belonging. Mental health is talked about openly, stigma is challenged, trauma is recognised, and healthy, happy relationships are promoted across the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Well established, day to day approach talking around protected characteristics and MH and Wellbeing, WMiM Ambassadors, Wellbeing Wednesdays etc..Rainbows is a safe place in school and can be with the school rabbit. Whole school focus on restorative practice. Aston Hall Way- values embedded within school curriculum and day.</p> <p>Sept 2024 - Actions Maintain</p>



	2.2 The school considers the impact of the physical school environment on staff, students, and parents/carers. This might include space for time out, staff rooms, noticeboards for mental health support services, dedicated space for school counsellors and mental health first aid stations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Rainbow area within school but this could be made k breakout area, plans to have a wellbeing garden (sens grant for this. Shout out wall for staff etc..</p> <p>Sept 2024 - Summer development project taking place over the holiday s</p>
	2.3. The school values diversity and recognises the need to consider the impact of emotional health and mental wellbeing for all staff and students, but particularly those with protected characteristics (LGBTQ+, BAME and SEND). There are activities and anti-stigma work evident across the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Trust leads on this with posters etc..</p> <p>Sept 2024 - Maintain links</p>
	2.4 Mental health & wellbeing are high profile around the school and on the website for the school community to access. The services of the With Me in Mind team and other support services are publicised across the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Whole section on Website.</p> <p>Sept 2024 - Maintain links</p>

How does the school setting or college's culture promote respect, inclusivity and value diversity?

Welcome and Care	Partnership	Value and Include	Communicate
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Self-Assessment of Whole School Approach to Mental Health and Wellbeing

Standard 3: Curriculum, teaching and learning



What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?

FC	Action	0	1	2	Evidence / Names of key staff
	3.1 There is a planned programme of differentiated and age appropriate PSHE/ RSHE which develops children and young people's social and emotional skills and addresses mental health issues. Assessment of learning takes place regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Jigsaw program is used to support PSHCE in school - good curriculum coverage and support materials.</p> <p>Links shared with staff / parents and pupils via website of useful links to support mental health and wellbeing and Newsletters</p> <p>Sept 2024 - Maintain links</p>
	3.2 Assemblies are used to promote positive health and wellbeing, prevent bullying and prejudice, challenge stigma and signpost to support.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Sept 2024 - Maintain links</p>
	3.3 Social and emotional skills are integrated within all subject areas. These include problem solving, coping skills, conflict management/ resolution and managing and understanding feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Yes in a range of curriculum areas for e.g literacy and reading. Novel study – look at the overarching theme which can be SEMH. Each Novel study is accessed by a theme with focuses of protected characters woven into them to support.</p> <p>Sept 2024 - Maintain links</p>
	3.4 There are extra-curricular opportunities for students to support emotional health and mental wellbeing. Some of these may be universally offered and some to selected groups/ individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Clubs offered such as outdoor club etc. Cross stitching, quiz club etc..</p> <p>Sept 2024 - Maintain links</p>



Self-Assessment of Whole School Approach to Mental Health and Wellbeing

Standard 4: Children and Young people's voice

How does the school setting or college ensure all students have the opportunity to express their views and influence decisions?



FC	Action	0	1	2	Evidence / Names of key staff
	4.1 Children and young people feel empowered and have the opportunity, to express their views and influence decisions and policies (Student ambassadors, wellbeing surveys, School Councils etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Many opportunities but need to develop.</p> <p>Sept 24 - School council/pupil voice/playground leaders / WMIM ambassadors/ Year 6 live lords webinar/ in place - Children will express ideas and talk to adults.</p>
	4.2 Student feedback is regularly gathered and analysed to monitor the effectiveness of mental health and wellbeing support. This includes all students or is representative of all students, including those with SEND or other protected characteristics. Student opinion is fed back into the evaluation process and is used to form action points for improvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See above
	4.3 The school has developed an active ambassador programme within the setting alongside the With Me in Mind's engagement lead. Student voice from this programme is embedded into action plans for improvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Active but needs more structure for this. Needs training for new ambassadors.</p> <p>Sept 2024 - Action - Training for new ambassadors with Gemma - Email of interest sent - July 24</p>
	4.4 Students and staff work together in equal partnership to formulate and implement organisation wide approaches to promote social, emotional,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Sept 24 - feedback. E.g., 'You said...we did'.</p> <p>This is happening throughout good practice- evidence could be shared further and promoted.</p>

and mental wellbeing. Findings from collaborative projects are fed back into the evaluation process and form action points for improvement.				Sept 2024 - Introduce this the the WMIM section of the SEND newsletter
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Welcome and Care	Partnership	Value and Include	Communicate
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Self-Assessment of Whole School Approach to Mental Health and Wellbeing

Standard 5: Staff health and wellbeing



FC	Action	0	1	2	Evidence / Names of key staff
	5.1 Staff wellbeing is included as a regular agenda item in meetings at all levels within the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Yes staff have regular opportunities to talk about staff wellbeing. Staff are supported to feel confident in knowing and saying who is best to support each child. Student behaviour has a key impact on this.</p> <p style="background-color: #00ff00;">Sept 2024 - Action - Maintain</p>
	5.2 Staff have a sense of belonging to the school, they feel valued and supported, for example through supervision and can share concerns which affect their own mental health and wellbeing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Available to senior leaders. For SL and DSL etc.. Could think about for other members of staff for this. Coach and coachee meet 3 times a year across the trust.</p> <p style="background-color: #00ff00;">Sept 2024 - Action - Maintain</p>
	5.3 Themes from the workforce competency audit are identified and a range of mental health and wellbeing CPD and training is available to all staff and governors to ensure they have a broad understanding of mental health issues and how to promote wellbeing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Gap in training for support staff. Time is the biggest challenge. Time a barrier again. Hays online training offered. Spreadsheet developed on who has had which training.</p>

					Sept 2024 - Audit staff training and look at how we can gain the additional training fro staff - WMIM perfectionist training a good link to start
	5.4 Staff are invited to participate in wellbeing audits and outcomes are used to shape further provision of support.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Needs more on shaping and impact. Sept 2024 Work alongside the trust to develop this further Staff use of westfield and access to links

How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?

Welcome and Care	Partnership	Value and Include	Communicate
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Self-Assessment of Whole School Approach to Mental Health and Wellbeing

Standard 6: Working with parents, carers, and community.



FC	Action	0	1	2	Evidence / Names of key staff
	6.1 Parents/carers are provided with accessible information about mental health and wellbeing policies, procedures, and how to access	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Strong dojo etc.. Early help, RPCF, SEndiass

How does the school setting or college work in partnership with parents and carers to promote emotional health and wellbeing?

Welcome and Care

Partnership

Value and Include

Communicate

Self-Assessment of Whole School Approach to Mental Health and Wellbeing

Standard 7: Identifying need and monitoring impact.

How does the school setting or college ensure timely and effective identification of students with need and monitor the impact of interventions to improve wellbeing?

FC	Action	0	1	2	Evidence / Names of key staff
	7.1 There are clear internal referral procedures in relation to concerns about mental health and wellbeing, understood by all staff. Schools are implementing a triage process.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Good system but not all staff are following it. Staff not filling the forms in. There is a clear graduated response system. Wave 1 concerns being passed, then it goes back to staff to try teach first strategies. Then information is then not coming back. Strategies outside of the classrooms need formalising further.</p> <p>Sept 2024 - Sharon wall regular half termly assessments and triage setup</p>
	7.2 There is an effective pastoral system where at least one member of staff knows each student well and can spot where changes in behaviour which may need further exploration. Students identified in this way are shared with colleagues via the school's internal referral/ triage system to ensure they receive appropriate support.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Entry and exit case studies to show impact and to monitor progress. This needs picking up again for next year.</p> <p>Sept 2024 -Sharon Wall regular half termly assessments and triage set up, SDQS.</p>
	7.3 School led interventions are evaluated regularly to monitor impact. For example, by measuring knowledge, wellbeing, community voice or quantitative measures such as attendance, internal exclusions, referrals etc. These findings are reported at senior leadership and governance level.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Use pupil feedback for this also.</p> <p>Sept 2024 WMIM ambassadors - you said we did children's sections of the newsletter and website- Ambassadors to create a children voice promotion.</p>
	7.4 The school ensures robust quality assurance for all external mental health and wellbeing provision taking place, which is reported and evaluated at senior leadership and governor level.		X	<input type="checkbox"/>	<p>Feedback from the groups in flowers, RCADS information or feedback from our team, a consultation session at the end would be appreciated.</p> <p>Sept 2024 Discuss with the WMIM team RE actions and ways forward for the children after the sessions request written overview to support possible next steps - Share knowledge between staff - recorded on Cpoms of an overview</p>



Self-Assessment of Whole School Approach to Mental Health and Wellbeing

Standard 8: Targeted support and appropriate referrals

FC	Action	0	1	2	Evidence / Names of key staff
	8.1 There are several school-led strategies, which offer targeted support where needed. There is evidence of a graduated response.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Large WMIM team. Sept 2024 - Action - Maintain
	8.2 External, evidence-based, mental health and wellbeing support services are accessed for children and young people, where relevant. (E.g With Me in Mind). Referrals are representative of the pupil characteristics from within your school (E.g., gender & ethnicity).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 6 mainly had support last year. Sept 24- Booked in Flowers for year 5 children and corridor workshop - need to look at dates and add additional events / links for the younger children in school
	8.3 The School works with a range of agencies to support targeted students. There is evidence of effective communication and collaborative working (for example with CAMHS, Early Help, School Police Officers, Social Care, School Nursing team etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Graduate response support from outside agency links in school Sept 2024 - Action - Maintain
	8.4 The school has developed strong links with the With Me in Mind team and all staff understand the referral systems for 1:1 work, group interventions, whole school approach education and staff consultation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sept 2024 - Continue to access/ evaluate and develop further with the different links in the team



How does the school setting or college ensure there is effective targeted support and ensure appropriate referral to support services, in partnership with young people and their families??



Summary of average scores for the 8 strands of Whole School Approach (Where ratings are 0,1,or 2)

Leadership & governance	Ethos & environment	Curriculum, teaching & learning	Pupil Voice	Staff wellbeing	Working with Parents/ Carer's & community	Identification & monitoring impact	Targeted support & Appropriate referrals
1.75	1.75	2	1.75	1.75	1.75	1.75	1.5






Details of Action Plan 2024/25


School: _____ Aston Hall School _____

Management and Leadership						
Aim (s): Sept 2024 - Actions - Matt Duffy Governor and create a set criterion for this role. - This is to be shared with Governors ready for September						
What will be done?	Who is leading?	Who else is involved?	Resources/cost?	Time frame?	Embedding / sustainability?	How will it be evaluated? Success criteria?
Sept 2024 - Actions - Matt Duffy Governor and create a set criterion for this role. - This is to be shared with Governors ready for September	S. Holmes K. Woodcock	Matt Duffy	0.00	September 2024	Monitoring and evaluation throughout the year	Regular monitoring and feedback to governors about progression.

Sept 2024 -Actions - Names to be shared with Staff and into the planned into September 2024	K Woodcock Sharon Wall	All Staff	0.00	September 2024	Monitoring and evaluation throughout the year	Regular monitoring feedback to go progression. 
Sept 2024 -Actions - So what - what is happening with that information?	K Woodcock Sharon Wall	K Woodcock Sharon Wall		September 2024	Monitoring and evaluation throughout the year	Regular monitoring and feedback to governors about progression.
Sept 2024 -Actions - Develop this further into 2024/ 2025 increase capacity - more mental health support focus sessions and expand the audience of loose lips to all parents	K Woodcock Sharon Wall	K Woodcock Sharon Wall		September 2024	Monitoring and evaluation throughout the year	Regular monitoring and feedback to governors about progression.



School Ethos and Environment						
Aim (s): Sept 2024 - Actions - Summer development project taking place over the holidays						
What will be done?	Who is leading?	Who else is involved?	Resources/cost?	Time frame?	Embedding / sustainability?	How will it be evaluated? Success criteria?

Sept 2024 - Actions - Summer development project taking place over the holiday s	S. Wall	S. Wall - WMIM A	Lottery Funded	Starting summer Hols 24	Monitoring and evaluation throughout the year	Regular moni feedback	
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Curriculum, Teaching and Learning						
Success Criteria (for each separate aim): Maintain						
What will be done?	Who is leading?	Who else is involved?	Resources/cost?	Time frame?	Embedding / sustainability?	How will it be evaluated? Success criteria?



Children and Young People's Voice						
Aim (s):						
What will be done?	Who is leading?	Who else is involved?	Resources/cost?	Time frame?	Embedding / sustainability?	How will it be evaluated? Success criteria?

<p>Sept 24 Action - how these are actioned. Children will express ideas and talk to adults.</p>	<p>K Woodcock S Wall</p>				<p>Monitoring and evaluation throughout the year</p>	<p>Regular monitoring and feedback</p>
<p>Sept 24 Action - how these are actioned. Children will express ideas and talk to adults.</p>	<p>K Woodcock S Wall</p>					
<p>Sept 2024 - Action - Training for new ambassadors with Gemma - Email of interest sent - July 24</p>	<p>K Woodcock S Wall</p>					
<p>Sept 2024 - Actions Introduce this the the WMIM section of the SEND newsletter</p>	<p>K Woodcock S Wall</p>					



Staff Health and Wellbeing

Aim (s):						
What will be done?	Who is leading?	Who else is involved?	Resources/cost?	Time frame?	Embedding / sustainability?	How will it be evaluated? Success criteria?
Sept 2024 - Action -Audit staff training and look at how we can gain additional training fro staff - WMIM perfectionist training a good link to start	K. Woodcock				Monitoring and evaluation throughout the year	Regular monitoring and feedback
Sept 2024 - Action - Work alongside the trust to develop this further Staff use of westfield and access to links	K. Woodcock S. Wall	Trust			Monitoring and evaluation throughout the year	Regular monitoring and feedback

Working with Parents, Carers and the Community

Aim (s): Promote you said we did!						
What will be done?	Who is leading?	Who else is involved?	Resources/cost?	Time frame?	Embedding / sustainability?	How will it be evaluated? Success criteria?





Sept 2024 - Action - Handout might be preferred or a video. Prefer a conversation rather than information led.	K. Woodcock S. Wall				Monitoring and evaluation throughout the year	Regular monitoring and feedback
Sept 2024 - Action - not always actioning these.- You said we did!	K. Woodcock S. Wall				Monitoring and evaluation throughout the year	Regular monitoring and feedback



Identifying Need and Monitoring Impact						
Aim (s):						
What will be done?	Who is leading?	Who else is involved?	Resources/cost?	Time frame?	Embedding / sustainability?	How will it be evaluated? Success criteria?
Sept 2024 - Action - To develop further wit Sharon wall regular half termly asessemnts and triage set up						
Sept 2024 - Action - To develop further wit Sharon wall regular half termly asessemnts and triage set up, SDQS - look at Ashwood						



assessments of lego therapy - Sharon Wall to go and meet Ashwood support to discuss further.						
Sept 2024 WMIM ambassadors - you said we did children's sections of the newsletter and website- Ambassadors to create a children voice promotion.						



Targeted Support and Appropriate Referrals						
Aim (s):						
What will be done?	Who is leading?	Who else is involved?	Resources/cost?	Time frame?	Embedding / sustainability?	How will it be evaluated? Success criteria?
Sept 24 - Action - Booked in Flowers for year 5 children and corridor workshop - need to loomk at dates and add addition events / links for the younger children in school						



Sept 2024 - Action - Continue to access/ evaluate and develop further with the different links in the team						
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Reviewing your action Plan



Standard	Improvement action(s) (School led / <i>With Me in Mind</i> support / other service)	Term 1 Review (1-5) and evidence	Term 2 Review (1-5) and evidence	Term 3 Review (1-5) and evidence

Monitoring the Impact of your Whole School Approach to Mental Health and Wellbeing

Knowledge	<ul style="list-style-type: none"> ● I know about things that help people feel good. (KS1) ● I know how to calm myself down and/or change their mood when I don't feel good. (KS1) ● I can recognise warning signs about mental health and wellbeing (KS2) ● I know how to seek support for myself and others (KS2) ● the characteristics of mental and emotional health and strategies for managing these (KS3) ● the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concern (KS3) ● a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns (KS4) ● to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available (KS4) ● to recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety (KS5) ● To recognise when they, or others, need support with their mental health and effective strategies to address difficulties and promote wellbeing (KS5)
Wellbeing Measures	<ul style="list-style-type: none"> ● Use parent measure of wellbeing to measure change. Compare to national averages. ● Use student measure of wellbeing (age appropriate) to measure change. Compare to national averages. ● Use staff measure of wellbeing to measure change. Compare to national averages.

Community Voice (Student/ staff/ parents & Carers)	Use questionnaires, interviews or focus groups to gain qualitative feedback on the school's strategies and initiatives for a whole school approach to mental health and wellbeing. <ul style="list-style-type: none">-Students (snapshot or whole school)-Parents/ Carers (snapshot or invite whole parent body)- Staff (snapshot or invite whole staff body)
School Measures	Some relevant quantitative school measures might be: <ul style="list-style-type: none">- SEMH rating scales termly/ half termly- Referrals to SENCO- Attendance to voluntary training sessions/ workshops- Attendance to coffee mornings/ wellbeing events- Staff retention (longer term)- Behaviour records/ points- Incidents of bullying