

SOCIAL EMOTIONAL AND MENTAL HEALTH - Whole School Audit:

WHOLE SCHOOL RESPONSIBILITIES				
<p>This Audit is designed to be completed by the senior leadership team as an aid to school improvement. It is recommended that the Teacher Audit is completed first in order to inform the answers of this Audit.</p> <p>1. School ethos and leadership responsibilities</p>	Embedded	Developing	Emerging	None
1.1 The school has a clear policy on the promotion of positive mental health and emotional wellbeing which applies to all children, young people and adults within the school community. The policy is shared with all pupils, staff, parents and governors.				
1.2 The school development plan includes reference to promoting positive mental health and well-being/SEMH strategy.				
1.3 Associated schools policies such as PSHE, Equality, Safeguarding, SEND, and Behaviour are implemented and regularly reviewed.				
1.4 The senior leadership team ensures that school staff are aware of the key content in the relevant documents, including: <ul style="list-style-type: none"> • Mental Health and Behaviour in Schools (2018) • EEF Improving Behaviour in School (2019) • Timpson Review of School Exclusions (2019) • Keeping Children Safe in Education (2018) • Working together to safeguard Children (2018) • Equality Act (2010) • Counselling in schools (2016) • What works in promoting social and emotional well-being and responding to mental health problems in schools (2015) • Alternative Provision Guidance (2013) 				
1.5 There is a designated mental health senior lead in school who is responsible for: <ul style="list-style-type: none"> • promoting positive mental health within school • being one point of contact for external support services, eg EPS, CAMHS • engaging parents/carers in supporting children’s mental health • maintaining awareness of relevant research and policy updates in this area • identifying the potential risk factors within the vulnerable groups in school • liaising with the governing body regarding SEMH 				
1.6 Appropriate funding is identified to support mental health. This may include Pupil Premium, SEND funding and training monies.				
1.7 The school leadership team promote an ethos of emotional				

<p>support and acceptance of difference through:</p> <ul style="list-style-type: none"> • Mutual respect • Openness and Positive enquiry • Development of collaborative and constructive relationships • Management of own needs in relation to mental health • Responsiveness to individual needs 				
1.8 The school leadership team ensure there is a clear process for communication and the dissemination of information regarding social, emotional and mental health.				
1.9 School systems are flexible enough to support the individual needs of all children/young people on roll at the school including those educated off-site.				
1.10 There is a procedure in place for supporting staff well-being, e.g. Stress Management Policy.				
2. Whole School Procedures				
2.1 All staff are committed to the promotion of mental health for all children and adults.				
2.2 All staff have an understanding of the implications of the SEMH strategy within their role in school, including the links between SEMH and SEND.				
2.3 Parents and visitors feel welcome and included in the school community.				
2.4 There are information leaflets available for staff and parents about different aspects of SEMH.				
<p>2.5 There are systems in place that:</p> <ul style="list-style-type: none"> • promotes a sense of belonging such as house groups, clubs, team sports, class/tutor groups • promotes the opportunity for social engagement and safe spaces on the playground at break times and lunchtimes, eg through friendship benches, specific activities • avoids social exclusion, such as monitoring of areas of the school environment that are unsupervised 				
2.6 Appropriate behaviour is modelled by adults in the school. Adults and children/young people treat each other with respect and kindness.				
2.7 There is an emphasis on teaching and encouraging desired/ appropriate social, emotional skills and positive mental health rather than focussing on inappropriate, negative behaviour, for example through Emotion Coaching.				
2.8 All staff understand the need for a flexible approach to the management of children and young people's behaviour, in line with school policy. This includes an awareness of the communicative intent of behaviour.				
2.9 There are processes in place that ensure that children/young people are aware of and involved in whole school decision making including support available in school regarding mental health, eg Pupil forums, School Councils etc.				
2.10 Staff skills are regularly audited (see Quality First Teaching section) and further training in SEMH is offered to staff groups and individual staff when required.				

<p>2.11 Schools encourage and support a team approach to addressing SEMH needs. In particular:</p> <ul style="list-style-type: none"> • Staff are given encouragement and opportunities to discuss concerns, problem solve and provide support both practically and emotionally to each other • There are planned opportunities for key staff to share good practice with staff from other schools • Senior staff actively promote and facilitate these networking and mentoring opportunities 				
<p>3. Whole School Assessment, Identification and Monitoring</p>				
<p>3.1 There are procedures in place for the senior leadership team to assess how effectively staff are meeting SEMH needs, for example learning walks and classroom observations.</p>				
<p>3.2 There are whole school assessments, tracking and target setting procedures in place for all children/young people. Significant changes to predicted progress can be indicators of social, emotional and mental health concerns.</p>				
<p>3.3 There are a whole school system in place for baselining and tracking the progress of individual's social, emotional and mental health development, including the effectiveness of interventions.</p>				
<p>3.4 There are processes in place to monitor and record identified children's progress more closely such as Pupil Progress Reviews and Individual Support Plans using the principles of Assess, Plan , Do, Review which includes the views of teachers, parents and the child/young person.</p>				
<p>3.5 Children/young people with SEMH needs make at least expected progress.</p>				
<p>3.6 Children and young people are aware of who to approach in school to seek help themselves. There are regular opportunities for this to take place, e.g. drop-ins.</p>				
<p>3.7 Parents/carers know who to approach in school if they have concerns or information regarding their child's emotional and mental health.</p>				
<p>3.8 There are processes in place in school for sharing information with all staff regarding individual children/young people' s social, emotional and mental health needs.</p>				
<p>QUALITY FIRST TEACHING</p>				
<p>4. Assessment, Identification and Monitoring</p>				
<p>4.1 Teachers use resources (eg environment checklists) to refine teaching and differentiation approaches.</p>				
<p>4.2 Teachers use questionnaires, for example about resilience, well-being and motivation to assess individual social emotional mental health needs.</p>				
<p>4.3 Teachers will monitor the social engagement and behaviour of their class groups and plan appropriate interventions that can be delivered within class through the curriculum.</p>				
<p>4.4 The behaviour/anger iceberg is used when considering children/young people's behaviour responses.</p>				

4.5 Teachers are aware of the targets/outcomes that the children with SEMH needs are working towards.				
4.6 Children/young people are involved in the development and evaluation of social emotional and mental health support strategies in class.				
5. Curriculum Content				
5.1 Positive mental health and emotional health promotion is incorporated in the school's curriculum and reflected across all subjects.				
5.2 There are a range of opportunities for creativity within the curriculum for children/young people to experience success and/or explore their emotions and feelings in a safe environment, for example in Art, Drama and Sports.				
5.3 School has targeted support available through small groups or individual work to address SEMH needs, e.g. through mindfulness and relaxation.				
5.4 Teachers ensure that teaching and learning opportunities are appropriately differentiated to take into account learning and motivation levels and to ensure there are appropriate levels of intellectual challenge and support.				
5.5 Staff are aware and take account of different levels of cognitive ability, attention levels, tolerance of errors, language skills, social and emotional development and acknowledge the effect that these could have on behaviour and/or well-being.				
5.6 Specific social and emotional skills, such as emotional literacy, resilience and communication, are taught within the PSHE curriculum, through whole class teaching and/or in small groups.				
6. Curriculum Delivery				
6.1 Children/young people are greeted when they enter the classroom.				
6.2 The instructions in the classroom are clear, concise and consistent.				
6.3 Expectations in the classroom are clear and regarded as fair by the children/young people.				
6.4 Children/young people who are meeting and exceeding classroom expectations are frequently noticed and praised, as appropriate to individual need.				
6.5 Adults use praise that is specific and aimed at effort and learning behaviour rather than just achievement.				
6.6 All staff regard the teaching of social, emotional and behavioural skills as part of their responsibility across the curriculum.				
6.7 Resources to teach SEMH are age appropriate, inclusive and relevant.				
6.8 There are opportunities for pupils to take some responsibility within lessons.				