

A PRACTICAL INTRODUCTION TO IMPLEMENTING THE WHOLE SCHOOL APPROACH

Audit Tool and Action Plan

This audit tool and action plan is designed to support schools and colleges to develop their whole school approach to mental health and emotional wellbeing. If you are printing this document to complete it by hand, you may wish to resize the cells before doing so.

Audit tool

The audit tool provides a series of good practice prompts through which you can measure your settings progress. This will provide you with the opportunity to reflect on the various things that might help or hinder your action plan (in turn becoming an action of their own). Auditing should be undertaken at regular intervals to understand whether progress has been made or your circumstances have changed. Remember to validate your entries using objective evidence and the input of others. Where you are asked to RAG rate the audit prompts, use the following key:

	Red	Not currently in place.
	Amber	In place but room to expand and improve.
	Green	In place and embedded across the whole school.

Action plan

The action plan provides a structured guide based on the SMART acronym through which you can capture your tasks for progressing / embedding each of the eight principles of the whole school approach and good practice prompts. Remember to be ensure each task is Specific, Measurable, Achievable, Relevant, and Timely. It is better to have fewer, high-quality actions (even if they are of limited impact) than lots of vague actions that you are unable to progress, or you get overwhelmed with. Where you are asked to RAG rate the audit prompts, use the following key:

	Red	No or limited progress (be sure to reflect on why there has been no progress, if you're coming across too many roadblocks try re-constructing your action).
	Amber	Progress is being made (and the action is likely to be achieved as planned).
	Green	The action has been completed (and there is a record of evidence to support its completion and impact).

Introduction

Name of setting:	
Address:	
Local authority:	
Age range:	
Phase of education:	
School type:	
Name of establishment group (if applicable):	
School capacity / number on roll:	
Name of mental health lead:	
Mental health and wellbeing budget:	

Summary of WHY changes are required in your setting (include evidence where appropriate).

Background

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
1	We have completed the Department for Education grant-funded 'mental health lead' training.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
1.1					
1.2	Promote the DfE grant-funded training and Compass course to schools you work with.				

Remember (1) Where all prompts are RAG rated green for your setting, think about how you can start to influence / support others in their journey e.g., the action becomes about informing and working with your feeder schools or peer schools in your establishment group. (2) Try to have fewer high-quality actions with only the 'next step' action for your goal listed – this will help keep you focussed on the task at-hand and not get overwhelmed. If you are coming across too many roadblocks that make your goal unattainable, try setting a different action or re-constructing the goal to make it more achievable.

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
2	We have a strong working relationship with an Education Mental Health Practitioner in our Mental Health Support Team.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
2.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
3	We have accessed our local authority's 'Wellbeing for Education Return' (2020-21) and 'Wellbeing for Education Recovery' (2021-22) provision.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
3.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
4	We have a Working Group with committed members to support the review and completion of this audit tool and action plan.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
4.1					

Leadership and management that supports and champions efforts to promote emotional health and wellbeing

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
1	We have a clear and concise vision for mental health and wellbeing.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
1.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
2	We have a standalone mental health and wellbeing policy that covers students and staff.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
2.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
3	We have a named, committed, knowledgeable, and passionate governor lead for mental health and wellbeing.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
3.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
4	We have a named, committed, knowledgeable, and passionate mental health lead.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
4.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
5	I have a clear idea of the resources allocated to my role (e.g., capacity and budget) and am empowered to make change happen.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
5.1					

Curriculum teaching and learning to promote resilience and support social and emotional learning

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
1	We teach about mental health and wellbeing through a spiral curriculum that encourages emotional regulation, social skills, relationships, coping strategies, and resilience.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
1.1					

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
2	The classroom climate is respectful and promotes a growth mindset and internal locus of control.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
2.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
3	Resources used to teach about mental health and wellbeing are age appropriate, relevant, inclusive, and up to date.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
3.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
4	Mental health and wellbeing 'lessons' are well matched to individual needs including Personal Learning Plans and targeted work for those experiencing poor mental health and wellbeing, or those at-risk.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
4.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
5	Mental health and wellbeing 'lessons' are monitored and evaluated to understand impact and progress.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
5.1					

Enabling **student voice** to influence decisions

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
1	Effort is made to ensure every student is consulted with on a range of topics, their input acknowledged, and impact fed back.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
1.1					

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
2	Students can influence school decisions (e.g., policy / plans, staff appointments etc.) through a clear and consistent mechanism.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
2.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
3	Students are routinely asked for their thoughts and insights into the mental health and wellbeing of the school and school community.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
3.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
4	Opportunities for the appropriate use of peer-led wellbeing support are encouraged, explored, and implemented.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
4.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
5	Students are encouraged to share their voice outside of the school environment (e.g., youth council, local / national feedback etc.).				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
5.1					

Staff development to support their own wellbeing and that of students

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
1	Staff mental health and wellbeing is appropriately assessed at regular intervals with responses acted upon.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
1.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
2	Actions are taken to enhance the wellbeing of staff members at an individual and collective level.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
2.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
3	Our commitment to staff wellbeing is clearly established in our plans, policies, and / or workplace wellbeing charter.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
3.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
4	Staff are informed and encouraged to access the various resources, in-school provision, and outside agencies that can support them with their mental health and wellbeing.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
4.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
5	Staff are encouraged to access training that increases their knowledge of mental health and wellbeing, and their ability to recognise the signs and symptoms of mental health problems in students.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
5.1					

Identifying need and monitoring impact of interventions

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
1	Appropriate measures for assessing and identifying individual mental health and wellbeing need are undertaken with students and staff at a universal level.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
1.1					

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
2	The mental health and wellbeing needs of potentially vulnerable students are identified and addressed.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
2.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
3	Staff and students are trained to know the warning signs and symptoms of common mental health problems and the pathway / process for offering support.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
3.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
4	Identified need is used to inform commissioning of support at school, Multi Academy Trust, and local authority / NHS level.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
4.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
5	Evaluation tools are used to better understand the impact of in-school support, and improvements are made based on aggregate feedback.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
5.1					

Working with parents and carers

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
1	Parents and carers feel welcome, included in the school community, and able to express their views and influence decisions.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
1.1					

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
2	We clearly communicate how we support our students' mental health and wellbeing, and parents / carers know who to approach if they have a concern.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
2.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
3	Information, activities, and events on mental health and wellbeing tied into in-school SEMH endeavours are delivered to / shared with parents and carers throughout the academic year.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
3.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
4	Targeted information, activities, and events on supporting parenting and family life are available for our parents and carers.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
4.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
5	We have a clear understanding of, and signpost to, the various parent / carer / family support services available in our local area.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
5.1					

Targeted support and appropriate referral

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
1	Staff and students have a clear and simple understanding of the targeted support services available to them for mental health and wellbeing needs.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
1.1					

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
2	There are effective routes for self-referral for students and staff to seek help if they have a concern or need support.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
2.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
3	All staff are aware of the processes and procedures for a graduated approach to care and onward referral to targeted support services.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
3.1					

Goal	Good practice prompt		RAG	Reflection statement (include evidence and 'because ...' to help identify actions)	
4	Every effort is made to ensure appropriate referrals are made to an appropriate service in the first instance.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
4.1					

Ethos and environment that promotes respect and values diversity

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
1	Our physical environment supports good mental health and wellbeing (move through your environment giving specific attention to your senses).				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
1.1					

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
2	Our social environment supports good mental health and wellbeing (for example, how you facilitate and encourage relationships among the different members of the school community).				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
2.1					

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
3	Our emotional environment supports good mental health and wellbeing (for example, how you make members of the school community feel emotionally safe and secure).				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
3.1					

Goal	Good practice prompt	RAG	Reflection statement (include evidence and 'because ...' to help identify actions)		
4	All staff and students are trained in, and follow, the Psychological First Aid approach – Look, Listen, Link.				
#	Action (Be specific and measurable)	Timescale (Which half-term?)	Resource (What do you need to progress?)	RAG	Outcome and Impact
4.1					