1. Leadership and Management
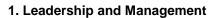
Outcome	Grade 1 - 4
School have conducted a full self-evaluation of needs with built in regular reflective points of review of progress	3
Leadership and Management create and lead a plan to develop, implement and sustain a whole school or college approach to mental health and wellbeing, tailored to their setting's needs involving pupils, curriculum, staff and wider community.	3
Leadership and Management is committed to and has put in place strategies to identify, understand and overcome resistance to the change, and bring key stakeholders with them in relation to the whole school or college approach to mental health and wellbeing.	4
Leadership and Management ensure there is a robust mental health and wellbeing policy and strategy/ plan that has been communicated and is visible to the whole school. Signpost information should be available for governors, staff, pupils, parents and carers	2/3
Leadership and Management have growth mindset in relation to mental health and wellbeing in their setting and seeks to work together to continually improve the approach to mental health and wellbeing in their setting	4
Leadership and Management have built strong links with appropriate local services	4
Leadership and Management measure and monitor and define accountabilities for the impact of a whole school or college approach to mental health and wellbeing in their setting.	3
Overall Evaluation	

Strengths - Please give examples to support the above
Somerset pathway SEMH - Before COVID - after covid review .   Head ensures SDP always includes MH   Always on agenda / staff fully on board / support for each other   Work with Early help teams, FIS, mental health trail blazing group - one of first schools for MH leadership, SCERTS school.   Staff retention a measurement. Parent view questionnaires - tracking, wellbeing questionnaires.

Development areas (give ideas of what may need to implement)
Suggestion boxes around school / regular updates - staff and children   MHWB policy - on website   Notice board outside main office, news letters have signposting in and are on website   Look at ideas on how we can measure impact more - baseline , PFSA data

2. Identifying Needs and Monitoring Impact of Intervention

Outcome	Grade 1 - 4
School demonstrates the use (and adapt as required) relevant tools to assess need, and monitor interventions to support pupil and student progress.	3
School implements a process to identify those who may be more at risk, providing additional support, working with other staff across the school to use Education Health Care Plans etc, where appropriate (e.g. SEND, Bullied, 'discriminatory and prejudicial behaviour' Medical needs, LGBTQIA+)	4
School uses appropriate screening tools to make decisions about whether a health or education intervention is more appropriate and provides or accesses the appropriate support	3
School seeks timely and regular feedback from and gives feedback to staff, pupils and parents, to ensure those experiencing poor mental health get the support they need to be able to engage in all aspects of school/college life and participate in lessons and extra-curricular activities e.g staff survey, measuring pupil wellbeing using validated tools	3
School works with staff, families and local services to understand the mental health and wellbeing issues that could be impacting on behaviour and attendance to improve outcomes for pupils/students, and ensure that all school policies reflect this.	4
School develops, monitors and measures the impact of interventions provided to individuals or small groups and adapts the approach as needed.	

Strengths - Please give examples to support the above
Screening tools - adapted to child Aces trained, higher level autism, ADHD - always looking for ways to grow knowledge Emotional coaching school. Policies backed up by research and experience. Passport - for interventions -

Development areas (give ideas of what may need to implement)
Check in all the time with pupils, parents and staff but perhaps more formal measurement needed for pupils and staff (parents measured already) Important to be able to measure - impact on what we do in school for interventions and those externally working with us, so can help you to make decisions about further support, training, what's working, what's not. Need more quantative data.

3. Targeted support and appropriate referrals

Outcome	Grade 1 - 4
School has developed links to external support services via other agencies such as local specialist child and adolescent mental health services (CAMHS) and the broader range of local support services such as early help or voluntary sector organisations.	4
School works in partnership both internally and externally by using staff and peer relationships, school nurses (where available) and SEND support and with local service providers and mental health professionals (including Mental Health Support Teams where these are in place) to ensure the needs of pupils and students and relevant adults are met.	3/4
School identifies and accesses the most appropriate statutory or independent mental health service provision available in their local area.	4
School makes or supports effective referrals to children and young people's or adult mental health services, or other services as appropriate.	4
School has in-school support strategies and structures (e.g. Buddy system, peer mentors or a peer support programme) and ensures that these are clearly identified and signposted.	3

Strengths - Please give examples to support the above
Also Occ health Andy - as a conduit between the two schools/ parents/ pupils etc Local offer , FIS, Barnardos , DV workers, Local training/CPD - always looking - Trial school for SEMH leadership programme, first schools to work with the metal health workers (trailblazing project), SCERTS training. Inclusion conferences Pyramid meetings Ed Psychs/ EHC / Effective referrals School Council

Development areas (give ideas of what may need to implement)
Possible gap is peer relations but need to tailor for infants - perhaps through school council and a wellbeing project

4. Staff development

Outcome	Grade 1 - 4
School involves all staff in key decision making in regards to mental health and wellbeing.	3
School accesses and utilises tools, strategies and resources to support their own mental health so that staff can look after themselves.	4
School identifies and utilises tools, strategies and resources to confidently engage staff to help promote and support their mental health and wellbeing.	4
School shares simple evidence-based strategies and exercises with staff and pupils/students to help them manage their mental health and develop their own coping strategies.	3/4
School facilitates high quality development of school staff, identifying and providing critical training and ensuring that all staff can recognise and understand the process to respond to mental health and wellbeing concerns.	3/4
School signposts and increase and promote awareness of resources to support staff.	4

Strengths - Please give examples to support the above
SLT, Head Teacher , wellbeing governor Wellbeing Room, Wellbeing days, reduced marking and feedback policy, Encourage staff to journal - info leaflet about the power of journaling, yoga trained, tai chi, music, art, staff meetings incorporate a wellbeing activity.

Development areas (give ideas of what may need to implement)
Explore some CBT light type activities for staff. More staff trained in how to recognise and understand how to respond and how to signpost - being implemented Wellbeing champions being implemented Wellbeing policy being implemented Staff questionnaires being implemented

5. Creating an ethos and environment

Outcome	Grade 1 - 4
School integrates mental health and wellbeing into their ethos and culture 'DNA' and creates a safe environment for pupils and staff that promotes respect and celebrates diversity.	4
All staff give a high priority to providing pupils with skills that enhance their emotional well-being, so that they can learn well from the minute they begin their school day.	4
School uses their knowledge to effectively communicate a positive values-based approach, and to promote openness and understanding to normalise mental health and its fluctuations throughout life.	4
School understands how they can use local services/resources to enhance their school/college messaging and develop social, emotional and mental health partners in the community	3/4
School connects different policies and processes (equality & diversity, bullying & harassment, behaviour and safeguarding) to ensure they are working together to support wellbeing.	3

Strengths - Please give examples to support the above
Linked into PHSE curriculum, building constructive and respectful relationships, resilience, expressing emotions and feelings, belonging. Summer strand - health and wellbeing and autumn term - relationships Hindhayes - Kind ways Safe spaces if can't learn in the class room - e.g. forest school, tree house / nature hub. Library is outside. National Play award Elsa's on play grounds at lunch time and SEN TAs so can give emotional support

Development areas (give ideas of what may need to implement)
New wellbeing policy will be linked to (equality & diversity, bullying & harassment, behaviour and safeguarding) to ensure they are working together to support wellbeing.

6. Enabling the Student Voice

Outcome	Grade 1 - 4
School prioritises the pupil/student voice so that the voice of every learner is heard and valued and influences decisions.	3
School develops effective plans to empower and involve pupils and students, including those with additional needs and communication difficulties, in the co-production, and embedding, of their whole school or college approach.	3
School identifies opportunities for appropriate use of pupil or student peer-led wellbeing support.	2

Strengths - Please give examples to support the above
School council Collect pupil voice in lessons. SEN Safety questionnaires SEN information report - pupil voice EHCP apps and annual reviews - collect pupil voice EISA check list

Development areas (give ideas of what may need to implement)
Perhaps an overarching wellbeing survey (PASS?) To identify opportunities for appropriate use of pupil or student peer-led wellbeing support.

7. Working with parents, families and carers

Outcome	Grade 1 - 4
School develops strategies to engage parents, families, carers, virtual school heads and the local community in promoting a culture of wellbeing within and outside school hours.	**3/4**
School develops positive relationships and works jointly with parents, families and carers from a range of backgrounds so that everyone works as a team around the pupils and students, with a consistency of approach and shared aims and strategies.	**3/4**
School supports or signposts relevant evidence-based resources for parents, families and carers so they can develop skills and strategies to support both their child and themselves.	**3/4**
School involves parents, families and carers in all key decision making regarding mental health and wellbeing.	**3/4**

Strengths - Please give examples to support the above
Through lockdown at the end of the phone / good lines of communication (Hasn't really stopped) .   EAL support team/ translator - very diverse community . Translation button on website   Andy - Parental courses and support - honed and improved bespoke to the parent   Parent survey every 6 months . Use parent view questions from OFSTED   Autumn Fair   Visible on play ground at beginning and end of the day.   Wellbeing fair   Mental health and wellbeing plans - parents met to discuss what will cover with weekly updates.

Development areas (give ideas of what may need to implement)
May need to revisit boundaries with team.   Wellbeing statement at the bottom of emails.   Parental engagement - sometimes hard to get parents to come in - play forum   Parents evening / send rep and class teachers

8. Curriculum, teaching and learning

Outcome	Grade 1 - 4
School develops, with others, a cross curricular approach to promote mental health and wellbeing and ensures it is integrated into the culture of the whole school.	**3/4**
School recognises the links between physical and mental health and how to work across the school to promote this.	**3/4**
School promotes and monitors 'breadth and balance' in the wider school curriculum, including using RSHE etc to build resilience and support social and emotional learning and wellbeing	**3/4**

Strengths - Please give examples to support the above
Forms part of values, PHSE curriculum,   Colour monsters   Intervention trolleys - Literacy resources, Maths, and bottom is wellbeing and sensory toys   Working together , Be Kind Be Ready, Be prepared   Hind Hayes kind ways   Learning powers - attached to different animals - cooperation , concentrate, don't give up, - consistent with the junior school and have mapped with the junior school how that its going to work with them   British Values- The Queen   Groups that come in and lead assemblies e.g. salvation army   Forest school leaders and school   Story time is a big part and way to weave in wellbeing, emotions and feelings   The curriculum of hope   Cultural capital / compassion/ inclusion for groups that may be more at risk   Worry Monsters   Safeguarding boards   Benefits of light and learning   Decluttered - calm environment

Development areas (give ideas of what may need to implement)
Colour monsters as an appropriate mood gauge for infants   Encouraging the children to use the simple question 'Are you OK?' of themselves and of their friends