**Section 4 - Audit**

**Where are we and what next?**

How **effective** is the **intent, implementation** and **impact** of your **Mental Health** provision?

**RAG rate the table below and then follow the instructions at the bottom of the audit.**

1. Is your **intent** clear in this area? Can you show a clear **purpose, focus** area in your future plans as a School?

|  |  |
| --- | --- |
|  | **Intent? RAG** |
| **Leadership** | |
| Do you have objectives linked to MH outcomes on our School Development plan? |  |
| Is the Mental Health of your pupils and staff monitored? |  |
| Do you have a Mental Health & Wellbeing policy and action plan in place? |  |

1. How far are you with your **implementation** strategy and are you gauging/evidencing **impact**?

|  |  |  |
| --- | --- | --- |
|  | **Implementation? RAG** | **Impact? RAG** |
| **Curriculum** | | |
| Is Mental Health delivered through: PSHE/RHE, other subjects, eg English & Maths or Assemblies/whole school initiatives?  Are the 5 ways to wellbeing made explicit enough? In lessons, around the school, by pupils and adults, are they making a difference to wellbeing behaviours? |  |  |
| **School Environment and Ethos** | | |
| Does your website highlight the work you are doing in this area?  Can you see your intentions to effect behaviours around the school? E.g. displays, playgrounds, zones, quiet areas, wellbeing gardens etc  Do your School communications include evidence of implementation or intent? E.g. newsletters, Dojos |  |  |
| **Capturing starting points, gauging progress and impact** | | |
| Do you have systems to show where you started, the need for this work, where you have got too? Through use of:  Own questionnaires with pupils, staff, parents?  Pupil Wellbeing Survey?  Warwick & Edinburgh wellbeing scale?  Data – attendance, exclusions, behaviour logs |  |  |
| **Practice during the ‘School Day’ and beyond** | | |
| Pupils/classes/breaktimes/out of school:  Do you use ‘check-ins’ with pupils throughout the school day  Are pupils able to recognise different emotions?  Do they use a wide range of emotional vocabulary?  Do pupils know where they can get help?  Can pupils access adult support in school? e.g. Family Support Worker |  |  |
| **School Staff – Your Team** | | |
| Does your practice inform and support ‘ALL’ layers of Staff/In and out of school?  Do you measure, have a gauge of your staffing team’s wellbeing?  Is staff wellbeing discussed openly in staff meetings?  Can ALL staff pick up support when needed – in School/outside providers? |  |  |
| **Parents and carers** | | |
| Do you inform parent/carers of wellbeing support and initiatives going on in school?  Is there a clear pathway for both pupils and families to access mental health/wellbeing support services? |  |  |
| **Guidance and CPD** | | |
| Do you use up to date guidance to develop your daily practices?  Do you offer/engage with CDP in this area to support staff to become better informed in this area? |  |  |
| **School Governors** | | |
| Is pupil and staff wellbeing regularly discussed at Full Governing Body meetings?  Is there a link person on the governing body that monitors staff and pupil wellbeing? |  |  |

**What next? Once you have RAG rated each section:**

1. Use the boxes below to write the headings of each audit area in – where do think they currently fit – A strength or area for development?

|  |  |
| --- | --- |
| **Strengths** | **Areas for development/focus** |
| e.g. School Governors is a strength at our School so I’d put this here.  **School Governors** |  |

1. Contact your **GHLL Lead Teacher** who can discuss next steps with you. If you do not know who your Lead Teacher is, please contact Joyce Whitfield using this email address**: Joyce.Whitfield@gloucestershire.gov.uk**