Emotionally Healthy School check list

School:	Date:

1. Leadership and management

Does your school provide the leadership to create a positive environment that promotes emotional health and wellbeing through:	Yes	To some extent	No
A clear **mission statement is in place** which includes a commitment to **emotional wellbeing**			
An **ethos** that promotes a happy, secure and stimulating environment in which all members are valued and health and wellbeing are promoted			
Governors that value the emotional and physical health and well-being of the whole school community			
Leadership where the head teacher and senior management team include work to promote emotional wellbeing in all areas of school life			
The active support for and the promotion of **staff emotional wellbeing.**			

Who are the lead members of staff / governors responsible for aspects of emotional health and wellbeing at school?

Staff:	Name
PSH(C)E Education	
Emotional Health and Well-Being	
SENCO	
Pastoral lead	
Learning mentors	
Other:	
Governor:	

2. School ethos and environment

Are the following policies in place and up to date?	Current date	Action
Safe to Learn / Anti Bullying		
Behaviour and Rewards		
Inclusion or equivalent		
Child Protection		
Dealing with emotional distress / bereavement?		
Whole school emotional wellbeing policy		

How does your school environment promote emotional health and wellbeing?	Yes	To some extent	No
Do you provide a safe and inclusive learning environment including....? • Supportive classrooms with positive rewards systems • Quiet areas • Outdoor learning • LGBT support / social groups • Peer mediators / Buddies • Ensuring prejudice of any kind is challenged *(How do you know?)* • Teaching children and young people to value and respect the views of others. *(How do you know?)* • Use of restorative approaches • Well trained lunchtime supervisors • Other:			
Are structures in place for young people to share concerns through...? • Peer mentors / Buddies • Learning mentors • Pastoral system			
Do young people know how to access support? *(How do you know?)*			
Do young people feel that the toilets are safe? *(How do you know?)* Is there access to non gender specific toilets?			
Does the school enable all pupils to develop responsibility, build confidence and self esteem through..? • Activities to engage and work with vulnerable pupils in small groups • Nurture groups • The promotion of growth mindset approaches • Assemblies, performances, productions • Residential trips and visits • Representing the school at events • Celebration assemblies • Attendance awards • Notes / texts home to parents / carers for positive behaviour and / or achievement in school • Regular newsletters / press releases highlight achievements and celebrations • Displays, including trophies and awards			

3. Curriculum, teaching and learning

Criteria	Yes	To some extent	No
Does the school have a planned programme for teaching about mental health and emotional wellbeing, written down and timetabled, or clearly identified in a cross curricular approach?			
Does your programme teach young people: • Self awareness • Managing feelings • Empathy for others • Social skills • To have aspirations and self motivation?			
Do young people learn that everyone has mental health? Is the 'Mind your Head' resource used? (Secondary) Is the PSHE Association guidance and resources to teach about Mental Health and Emotional Health and Wellbeing used? (All phases) *Please see information and links contained in resource list*			
Is an understanding of the main mental health needs developed? For example: • Anxiety (e.g. https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/coping-with-stress/) • Low mood • Depression • Self Harm • Eating disorders			
Do young people learn about the following issues and incidents that effect emotional health? • Bereavement / loss (e.g. http://www.winstonswish.org.uk/) • Friendship issues / unhealthy relationships • Self confidence • Substance use • Child sexual exploitation • Radicalisation • Debt • Social media • Smart phone overuse (www.nophonezone.co.uk)			

Is a comprehensive Anti Bullying policy in place that is communicated across the whole school community? Are young people fully aware of what bullying is and what to do if it occurs? Do parents understand the school's policy on bullying? Are all forms of discrimination included in PSHE schemes of work, including homophobic bullying? Are National Anti-Bullying campaigns supported? www.antibullyingweek.co.uk www.anti-bullyingalliance.org.uk/alltogether Are you involved in North Tyneside's Anti Bullying Award			
Do young people learn coping strategies and methods of self help us as.... • Relaxation techniques • Five steps to mental wellbeing http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx • Mindfulness • Engagement in physical activity • Engagement in creative activities, such as art or music • Support networks • Mental Health First Aid • Other?			
Does the school ensure young people get their full entitlement of physical education throughout all year groups?			
Does the school ensure pupils get their full entitlement of musical, creative and artistic activities in all year groups?			
Does the school offer additional opportunities for physical and creative activity to young people who find this a helpful way to deal with mental health and emotional wellbeing difficulties?			
Does your school promote healthy eating messages and teach about the links between 'food and mood' http://www.mind.org.uk/media/2106853/foodandmood_web.pdf			

4. Pupil Voice

How do you ensure all pupils have the opportunity to express their view and influence decisions?	Yes	To some extent	No
Are there structures in place for young people to share opinions for example through...? • An active and effective School Council which reflects the views of all year groups • Regular pupils surveys / questionnaires • Consultation events • Pupil focus groups			
Are young people / School Council consulted on policies as appropriate e.g. the Behaviour or Rewards policy?			

Are young people informed about policies in assemblies / tutor groups			
Are all staff informed about policies related to behaviour and rewards, to ensure a consistent approach?			

5. Staff development, health and wellbeing

What continuing professional development (CPD) opportunities, relevant to emotional health and wellbeing, have your staff accessed?	Yes / No	Date
Have staff had training on: • Mental health awareness • Supporting young people with specific mental health difficulties e.g. self harm, low mood, anxiety • Coping strategies • Attachment • Bereavement • Anti Bullying • PSHE (Personal, social, health and economic education) • Behaviour management training • Restorative approaches (www.restorativejustice4schools.co.uk) • Solihull approach • Child sexual exploitation • Making lunchtimes happier • Other:		

Are staff aware of organisations who can offer guidance and support?	Yes	To some extent	No
For example: • Locality teams • CAMHS • Education Psychology • Language and communication unit • Primary Mental Health Workers • School Nurses • Young minds – www.youngminds.org.uk • MindEd – www.minded.ork.uk • NSPCC – www.nspcc.org.uk • Charlie Waller Memorial Trust - www.cwmt.org.uk • Childline – www.childline.org.uk *See resource list and section 4 of the Emotionally Healthy School Resource Pack*			

How does your school support the emotional health of staff?
For example, does your school....? • Have a staff health and wellbeing policy • Provide opportunity for staff to share concerns in a supportive environment • Have supervision system for staff

How does your school support the emotional health of staff?
• Offer / sign post stress management training
• Promote opportunity for staff to be involved in physical activity http://my.northtyneside.gov.uk/category/145/contours-health-and-fitness
• Offer / signpost mindfulness training
• Promote 'Five steps to mental wellbeing' http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx
• Display contact details for occupational health
• Other

6. Identifying need and monitoring impact

How do you identify the pupils that need support?
Do you measure the impact of interventions? No / Yes / How?

7. Working with parents and carers

Do you provide information for parents and carers related to mental health and emotional wellbeing?	Yes	To some extent	No
• Information is provided for parents and carers on the website • Links to useful websites are promoted • Parents briefings held • Parents invited to attend / signposted to training • Other:			

8. Action plan

Objectives	Key Actions	Timescales