



Emotional and Mental Wellbeing in Schools Mark



Whole School Approach

A new, whole school approach to mental health and emotional wellbeing

The new accreditation process has been co-designed with colleagues in education, Children and Young People's Mental Health Services, health, social care, and speaks a language that schools are familiar with, while complementing the work that already happens. With this in mind, the areas schools will now consider are aligned with the Department for Education's guide to *'Promoting children and young people's mental health and wellbeing'*.

The new themes are:

- Leadership and management
- Environment and ethos
- Curriculum, teaching and learning
- Pupil voice
- Staff development, health and wellbeing
- Identifying need, impact and monitoring
- Working with parents, families, and carers
- Targeted support and appropriate referrals



Self-review of practice

Once a school has decided they would like to undertake the Emotional Mental Wellbeing in Schools Mark, they will self-review their existing practices by rating themselves as *developing*, *effective*, or *advanced* practice against the criteria listed. These ratings will help schools to identify strengths, and highlight areas that can be further worked as part of a Mental Health Action Plan.

1. Leadership and management						
Criteria	Developing practice		Effective practice		Advanced practice	
1.1 The requirement to support mental health and emotional wellbeing for the whole school is recognised by staff, senior leaders, and Governors.	<p>School has an identified Mental Health Lead who has attended Mental Health Leads training through the Department for Education, or Hertfordshire County Council.</p> <p>All staff are aware of their responsibilities of promoting wellbeing, identifying early signs, making referrals, and have attended whole school mental health training.</p>	<input type="checkbox"/>	The Mental Health Lead role is supported by the Senior Leadership Team, and senior leaders regularly review the quality of mental health provision and support for all.	<input type="checkbox"/>	<p>School has a commitment to capacity building and seeks to increase the number of nominated Mental Health Leads, with designated emotional and mental wellbeing roles within the setting.</p> <p>School aims to increase the number of staff trained who have attended mental health training courses.</p>	<input type="checkbox"/>
Evidence:						

Assessment and visit

How to tell the full story

Feedback from schools told us that a visit to school was not only welcome, but felt essential, in order to fully understand how mental health and emotional wellbeing is woven into the fabric of school life and its community.

Following the submission of the self-review document, schools will receive a visit from an assessor, who will ask questions and open further discussion about school practices. During the visit, the assessor will help schools to formulate their Mental Health Action Plan.

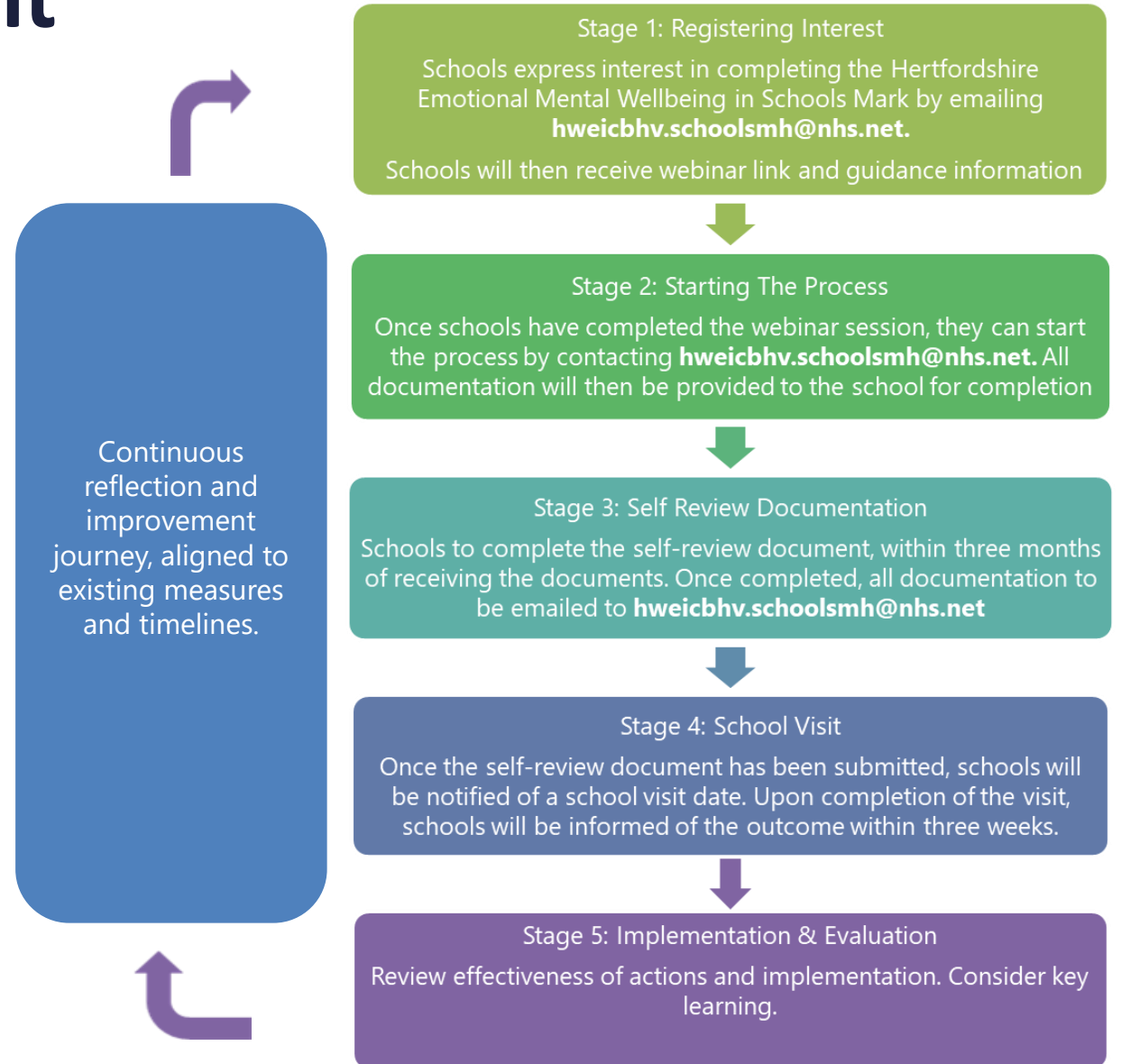
After the visit, the assessor will provide schools with an overall level; *developing*, *effective*, or *advanced*, depending on how they have scored the self-review document and the evidence of practice seen during the visit.



Continuous improvement

Schools are encouraged to use the Emotional Mental Wellbeing in Schools Mark as a continuous improvement tool, referring back to their action plans regularly and reviewing progress.

After two years, schools are eligible to undertake the process again to build on and demonstrate further achievements.



Future timelines

After a pilot and launch, the EMWiE Team will begin consultation and development of versions which are suitable for SEND, Early Years and Further Education settings. Feedback has shown that the mark needs to be tailored to each setting to ensure it is relatable, realistic, achievable and purposeful.

The eight themes of the mark will stay the same, and include adapted criteria as appropriate.

