**Mental Health and Wellbeing Policy Self-Evaluation Tool**  

Schools should use this tool to assess their current policy and develop actions and timetables for improvement of their policy to ensure that it reflects the key elements of the Child and Youth Mental Health Framework, and to identify needs e.g. training. An annual review of schools’ policies is recommended as best practice. Further help is available on the Glasgow Psychological Services website: <https://www.glasgow.gov.uk/index.aspx?articleid=17856>

Name of establishment:

Evaluation Date:

Completed by:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Reflection Notes** | **Self-Evaluation Rating**  1 = Area for development  2 = Planning in place to implement  3 =Consistent across the school  4 = Embedded, tracked and monitored across the school | | **Actions required and timescale for improvement** |
| **Policy**  Does the school have a current mental health and wellbeing policy which reflects the key elements of the Child and Youth Mental Health Framework? Available at: <https://www.nhsggc.org.uk/about-us/professional-support-sites/healthy-minds/child-and-youth-mental-health/> |  |  |  | |
| How well were staff, pupils, parents and any other relevant stakeholders involved in the policy development? |  |  |  | |
| To what extent does the whole-school community have ownership of the vision, aims and values of the policy? How well has it been communicated and implemented? |  |  |  | |
| If there is no current policy, what is the plan and timescale for progressing this? |  |  |  | |
| **Whole-school staff training/involvement**  How well do all staff know and understand the key elements of the Child and Youth Mental Health Framework? |  |  |  | |
| How well do we ensure that all staff undertake regular professional learning around mental health and wellbeing? |  |  |  | |
| **Culture & Practice**  What steps have been taken to promote positive mental health for the staff and pupil body? |  |  |  | |
| How effectively are we raising awareness and increasing understanding of common mental health issues? Do staff know the early warning signs of mental ill health and are they aware of the appropriate supports that can be accessed or put in place? Is information about these early warning signs on display in the staff area? |  |  |  | |
| Do staff know how to respond appropriately if a pupil approaches them for support with a mental health issue? |  |  |  | |
| Are staff having honest conversations with pupils around the issue of confidentiality? |  |  |  | |
| Are planning meetings embedded into the school approach when a pupil is identified as having mental ill health? |  |  |  | |
| Are all pupils receiving Mental Health and Wellbeing lessons as part of the curriculum? |  |  |  | |
| Are staff, pupils and parents all aware of the sources of support available within the school and the wider community? Is information about these sources of support displayed in communal areas of the school? |  |  |  | |
| Are lists of mental health trained staff accessible to all and kept up to date? |  |  |  | |
| **Parental/Family Engagement**  How well do we support families in developing skills which lead to positive mental health and wellbeing? |  |  |  | |
| How well do we enable parents, carers and families to contribute to the life of the school and be involved in MH and Wellbeing policy and practice? |  |  |  | |
| How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect? |  |  |  | |
| **Recording, monitoring, continuous**  **improvement & learning**  How effective are our recording and monitoring processes where there are mental health concerns? |  |  |  | |
| How well do we know if the steps we have taken have improved outcomes for children? |  |  |  | |
| What is our process for seeking feedback on the effectiveness of our MHW policy and ensuring that valuable learning from it is incorporated in future policy? |  |  |  | |
| Do we have examples of good practice worth sharing more widely? |  |  |  | |
| **Response, support & pupil voice**  How clear are children and young people about how they can seek support and what level of support they can expect? |  |  |  | |
| How well do we support children and young people to make decisions about their wellbeing? |  |  |  | |
| How well do staff know learners as individuals? |  |  |  | |
| **Total out of possible 96** |  |  |  | |

Adapted from North Lanarkshire Council’s Anti-Bullying Policy and Prevention Guidelines, February 2017