

**This is a copy of the criteria for the Healthy Schools'
Mental Health and Wellbeing Award**

**Please use this as a guide only as we will only
accept online submissions via our [website](#).**





Mental Health and Wellbeing Specialist Award

Mental health and Wellbeing Specialist Award

Welcome to the Bristol Healthy Schools' Mental Health and Wellbeing Specialist Award.

What is the Mental Health and Wellbeing Specialist Award?

The Mental Health and Wellbeing Specialist Award is based on best practice guidance and provides a menu of ideas and interventions that can support the whole school's emotional and mental health.

Its core focus is preventing poor mental health, alongside identifying and supporting those currently in need.

Working towards the award will help your school to:

- improve the mental health and wellbeing of all pupils and staff
- make sure there are appropriate strategies in place to support pupils most at risk

The award is informed by local and national guidance and evidence.

Is this the right award for us?

Typically schools decide a topic of focus based on health need. The School Health

Data packs provided by Bristol City Council/ Healthy Schools provide a good insight and schools may also have their own data and insight.

How long does it take?

Each Specialist award takes up to a year but it may take only a few months if you already have good practice in place.

How does the online system work?

Throughout your journey you can log in and out as many times as you like, updating your evidence as you go. Your email address becomes your login. Please keep saving your changes as you go.

Most of the criteria require a Yes/No response, others ask for more detail via a text box. We never ask you to upload documents or provide additional evidence. Only this form is needed.

IMPORTANT: Do not click the back button at the top left of your browser as you complete the form. To go back to the previous section, click 'previous page' at the bottom of the survey.

Do I get guidance?

Yes, there is guidance throughout. This will either help you make sense of what we are asking for, or signpost you to helpful documents. For example, we might ask you to write a policy about something. In that case, we have provided you with an example policy and that should save you time.

If you would like a word version of all the criteria and guidance for reference, please visit our [website](#).

At any point, you can email us for help or further guidance on healthy.schools@bristol.gov.uk.

How do I know if I've passed?

To pass this award, you need to be able to answer 'yes' or 'correct' to every question (other than the text box questions) as they are all essential. If you answer 'no' or 'incorrect' to any question, you will have the opportunity, at the end of the application form, to tell us why and what you are doing to work towards this criteria.

We will consider your response but it may be that you need some extra time to put

the required practice in place and should re-submit once you have done so. We will support you to achieve this.

We aim to advise you, via email, of the outcome of your application within 3 weeks of submitting. The outcome will either be 'Pass' or 'Further work and/or clarification needed'. If the latter, we will provide you with feedback and guidance about what you need to do to pass.

If you do not pass the first time, you can re-submit your application as many times as you need, although we hope that the guidance is clear enough that this won't be necessary.

Good luck!

Establishing a Healthy Schools Infrastructure

The Healthy Schools team encourage all schools to sign up to the [Essential Award](#) before completing Specialist Awards. The Essential Award covers key health and wellbeing topics and sets the foundations for creating a healthy and happy school. You can sign up on the Healthy Schools website by filling out the first page of the [Essential Award application](#). By completing the Mental Health and Wellbeing Specialist Award, you will have already made some progress towards the Essential Award.

1. Have you achieved or are you “working towards” the Bristol Healthy Schools Essential Award?

('Working towards' the Essential Award means that you have started the online application and you are implementing the criteria.)

Yes

No

Establishing a Healthy Schools foundation

These initial steps involve completing a brief self-assessment and making sure that you have established a foundation for your healthy school’s work. This foundation will provide you with a support network, leadership, and strategic focus, all of which will strengthen your successes.

Before proceeding with the application, it's important to complete this initial self-assessment. This short survey is designed to:

- act as a benchmarking tool to determine your current status.
- provide a quick overview of where you might focus your efforts.
- identify areas where the healthy schools team can provide extra support.

[Please click here to fill in the short Mental Health and Wellbeing Specialist Award, Initial Self-Assessment.](#)

The answers to this survey will not be used in your final assessment. The information will only be used at the start of your process to highlight where we can be of support. Your honest responses are greatly appreciated as they will help us better understand your starting point.

2. Whilst establishing your Healthy Schools foundation or working on the Essential Award, have you completed the following?

	Yes	No
Our School Improvement Plan has a section on improving health and wellbeing.		
We have a Healthy Schools Coordinator.		
We have established a Healthy Schools Steering Group. The Groups meets at least 3 times a year and has a wide representation.		
We have a pupil Healthy Schools Team with representation from across the year groups OR We have included Healthy Schools as a standing item for every School Council meeting.		
Our school has taken part in the Bristol Pupil Voice Survey or/and we commit to taking part in the next round (2024).		

Leadership

3. Our school has a member of staff who is our Senior Mental Health Lead.

Yes

No

Name of your Senior Mental Health Lead:

4. Our Senior Mental Health Lead has completed or is currently attending accredited Senior Mental Health Leads training.

Yes

No

Date and Training Provided:

Staff wellbeing

5. Our school supports staff wellbeing.

Yes

No

6. We have a clear policy on staff wellbeing which is applicable to all staff and which is implemented clearly and equitably.

Yes

No

Please provide a link to your policy:

Resources

[The Anna Freud National Centre for Children and Families](#) offers lots of support and guidance on staff wellbeing in schools, including a staff wellbeing policy example.

[Supporting Staff Wellbeing in Schools](#)

[10 Steps for school staff wellbeing](#)

7. Key staff have been trained in programmes that are specifically designed to improve the wellbeing of all school staff.

Yes

No

What training has been delivered and which members of staff received this:

The Acceptance and Commitment Therapy (ACT) model is one such example that can help.

8. All staff have regular supervision where they can receive support and guidance about work related issues, especially those that cause stress and have an impact on their capacity to manage their work. This will include discussions about individual pupils about whom they have concerns, as well as wider areas of work that they are finding demanding.

Yes

No

a. Please state how regularly supervision sessions take place:

b. Is there an agreed agenda:

c. Please state how staff satisfaction with supervision is monitored:

9. We work to reduce stigma around mental health.

Yes

No

a. Please say how the schools works towards reducing stigma:

This may include taking part in campaigns, or having standing items on the agenda of staff meetings. We recommend signing the Time to Change employer pledge <https://www.time-to-change.org.uk/get-involved/get-your-workplace-involved/employer-pledge>.

10. There is information about confidential specialist support for staff, which is easily accessible.

Yes

No

a. What sort of information is provided and where is it? How do staff know how to find it:

b. Please list events and spaces in school that provide opportunities to promote staff wellbeing:

The school environment and behaviour policies

11. Our school provides a safe and stimulating environment that contributes to the social and emotional development needs of all children.

Yes

No

a. We promote positive behaviour and successful relationships among our pupils.

Yes

No

Please provide a link to your behaviour policy and include any pupil friendly versions:

12. We have a trauma informed approach to promoting positive behaviour in our school.

Yes

No

Resources

[The Early Action Together ACEs learning network](#)
[Adverse Childhood Experiences and Trauma Informed Practice in Bristol](#)
[UK Trauma Council | Anna Freud](#)

a. Please tell us what work has been done in your school to improve attendance:

b. How do you use your safeguarding audit to inform practice:

c. How does your school ensure a trauma informed approach with among pupil:

13. We consult our pupils about their feelings of safety and satisfaction with the school environment and we act on their feedback:

Yes

No

Please list the mechanisms used to do this and how regularly pupils are consulted with (e.g. annually):

The curriculum

14. The school delivers a curriculum, teaching and learning to promote resilience and support mental health and emotional learning.

Yes

No

15. We provide a curriculum for all our pupils that integrates the development of social and emotional skills within all subject areas, including PSHE.

Yes

No

a. Primary Schools: Our curriculum is tailored to developing age appropriate social and emotional skills including problem-solving, coping, conflict management/resolution and understanding and managing feelings.

Yes

No

b. Secondary Schools: Our curriculum supports age appropriate development of the neurological system and is tailored to developing age appropriate social and emotional skills. These include problem-solving, coping, conflict management/resolution and understanding and managing feelings, motivation, self-awareness, collaborative working, and how to manage relationships with parents, carers and peers.

Yes

No

Information and advice about PSHE can be found on the [PSHE Association website](#)

16. We reinforce curriculum learning by integrating relevant activities into all areas of school life.

Yes

No

a) Please give us details about how you're doing this:

Examples may include activities, assemblies, homework, play periods (in class as well as in the playground), community-based activities and individual voluntary work.

17. Our staff receive appropriate training and professional development to equip them with the knowledge, understanding and skills to deliver this curriculum effectively.

Yes

No

a. Report all relevant training that staff have attended in the last two years:

Include a record of teachers who have completed the Certificate of Teaching PSHE in this section. Secondary schools should provide evidence of training that supports an understanding of adolescent development of the neurological system.

18. We evaluate all areas of the curriculum with all pupils and act on their feedback.

Yes

No

How is evaluation of the curriculum carried out? Please provide data if you have this:

Working in partnership with families

19. We work in partnership with parents and carers to promote emotional health and wellbeing within the school community.

Yes

No

20. We involve parents and carers in developing and reviewing policies and procedures to promote emotional health and wellbeing, so that these documents are responsive to the evolving needs of the school community.

Yes

No

a. How do you involve parents in reviewing policies:

b. Please tell us how you include parents and carers of vulnerable and often overlooked pupils:

21. We foster good relationships between schools and parents.

Yes

No

a. Please list any events, mechanisms and organisations you have worked with to develop strong relationships with parents/ carers:

b. Please include how you ensure that parents and carers of vulnerable and often overlooked pupils are included:

22. We offer support to help parents or carers develop their parenting skills by signposting or referring to specific programmes and support.

Yes

No

a. Please list which programmes you signpost to:

This may include [community programmes](#), Families in Focus support or input from your schools [Primary Mental Health Specialist \(CAHMS\)](#).

[Families in Focus East Central](#)

[Families in Focus North](#)

[Families in Focus South](#)

23. We work in partnership with parents, carers and other family members for individual pupils with mental health needs.

Yes

No

a) Please provide us with an overview of how your setting does this. You may wish to give anonymous case examples:

Understanding mental health needs

24. We have an understanding of the MHWB needs of the school population and staff are able to identify and respond to pupils at risk of poor mental health.

Yes

No

25. We have an understanding of the mental health needs within our school from our Pupil Voice survey, School Community Health Profile and/ or other relevant data.

Yes

No

Please give brief details of how you use this data to guide your understanding of your pupils. We recognise that not all schools have taken part in the Pupil Voice survey but the Bristol-wide summary report will give a useful insight into common issues and concerns.

26. We have procedures in place to identify, assess and monitor pupils who are vulnerable to, or already showing signs of, poor mental health

Yes

No

Outline the procedures your school uses to identify, assess and monitor pupils who are vulnerable to, or already showing signs of, poor mental health:

Examples here could include:

- the effective use of data such as behaviour logs, attendance and attainment data, happiness surveys, emotional check-in, pupil reviews meetings.
- an effective pastoral system so that one member of staff knows every child well and can spot problems.

*N.B. The Anna Freud Centre have produced: 'Measuring and monitoring children and young people's mental wellbeing: A toolkit for schools and colleges'. This

contains guidance for primary and secondary schools and colleges on measures available for identifying pupils who need additional support:

www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/

Outline the strategies your school uses to identify and monitor pupils at risk of developing poor mental health:

27. We have appropriate programmes and strategies to build resilience and support our vulnerable pupils.

Yes

No

Some examples here are:

- [ELSA](#)
- [The youth model of mindfulness and action](#)
- [Thrive](#)

Outline the programmes and strategies your school uses to build resilience and support vulnerable pupils:

28. We have good relationships with our named CAMHS Primary Mental Health Specialist (PMHS) and seek advice and guidance from them about identified pupils.

Yes

No

a. Please name your PMHS and describe your partnership work:

29. We know that a large proportion of our pupils are aware of confidential and non-confidential services that are available to them in and out of school. They know how to access these services.

Yes

No

Please provide data where possible. N.B. this may be easier for secondary schools, but primary schools can complete where relevant.

a. Which external agencies deliver services in your school:

b. How do you know that pupils know that they are there and how to access them:

30. We have clear pathways and protocols for referrals to external agencies, including CAMHS, and work in partnership with them to improve mental health.

Yes

No

a. Please explain how you work with CAMHS to ensure smooth and seamless referral:

What you are most proud of?

31. Please tell us about something that you are particularly proud of in relation to your school's approach to mental health and wellbeing:

Tell us what you think

32. If you answered 'no' or 'incorrect' to any of the questions, please tell us why you are not able to comply with this criteria at present, what the barriers are, what steps you are taking to work towards being able to comply and when you expect this to be possible (if at all). We will consider your response when we review your application. Please state clearly which criteria/ question(s) your answer refers to, including the section heading and question number.

33. To help us improve, please give us some feedback on this award, e.g. What was your experience of completing it? Was it clear what was required? What did you think of the criteria? Does anything need to change?

Good Luck!