**Skills audit template for designated wellbeing/mental health lead**

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| **Feature of effective mental health awareness** | **Skills and effective behaviours** | **How confident are you in meeting this standard? (Tick as appropriate)** | | | | | **Provide an example of when you have demonstrated this (in the past 12 months)** | |
| **Unsure/not applicable** | **Not confident** | **Somewhat confident** | **Confident** | **Very confident** | |  | |
| **Policy and procedure** | Creates and maintains an up-to-date [pupil mental health and wellbeing policy](https://my.optimus-education.com/pupil-mental-health-and-wellbeing-policy) ensuring that all staff, parents and governors know how to access it. |  |  |  |  |  | |  | |
| Ensures that the school’s approach to mental health and wellbeing is reflected in the school’s [behaviour policy](https://my.optimus-education.com/behaviour-policy) and/or relationships policy, and forms part of the school development plan, with areas of wellbeing threaded through key statements. |
| Creates and maintains an up-to-date [staff wellbeing policy](https://my.optimus-education.com/staff-wellbeing-model-policy), ensuring all staff and governors know how to access it. |  |  |  |  |  | |  | |
| Reviews the school’s PSHE curriculum to ensure it adheres to the [framework for PSHE/RSE](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education). |
| Ensures [mental health and emotional resilience](https://my.optimus-education.com/what-self-compassion-and-why-do-we-need-it) is being discussed regularly and both pupils and staff know who they can talk to with concerns. |
| Carry out annual stakeholder wellbeing audits to gather concerns, feedback to stakeholders and create an action plan. |
| Audit by using a SWOT analysis to evaluate purposeful support and gaps in provision for supporting pupils’ mental health. |
| [**Staff training**](https://my.optimus-education.com/pupil-mental-health-and-wellbeing-guidance-staff) | Ensures that all staff are trained to understand and [recognise signs of poor mental health](https://my.optimus-education.com/spotting-signs-pupils-are-struggling) in pupils and know where to go with any concerns. |  |  |  |  |  | |  | |
| Ensures that training is regular and and keeps a record of what has been undertaken and in what format (meetings, quizzes, webinars etc). |
| Ensures that all staff are aware of the resources available for [quality SEMH interventions](https://my.optimus-education.com/quality-interventions-semh-what-resources-are-available-schools). |
| Create a staff skills audit to identify any skills or experience within mental health and wellbeing. |
| Develop teaching tools to aid in the delivery of our mental health and wellbeing objectives (e.g. posters, leaflets). |
| Keep an up to date directory of charities and signpost services for pupil, staff and family, mental health and wellbeing. |
| Oversees delivery of interventions that take place in school for staff, pupils and families, including self-care for staff. Monitor outcomes. |
| Records and reviews evidence of mental health training. |  |  |  |  |  | |  | |
| **Communication and multi-agency working** | [Keeps parents informed](https://my.optimus-education.com/mental-health-and-wellbeing-template-letter-parents) of the school’s wellbeing objectives, initiatives and key points of contact (use various forms of communication such as newsletters, school website, face to face, social media). |  |  |  |  |  | |  | |
| Oversee a [staff wellbeing survey](https://my.optimus-education.com/using-staff-wellbeing-survey-shape-your-wellbeing-culture) to drive forward change and make colleagues feel valued and heard. |
| [Develop resources](https://my.optimus-education.com/poster-be-star-your-emotions) to put up around the school to increase mental health awareness. |
| Build strong and reliable networks with outside agencies and services that support all stakeholder mental health and wellbeing. Feedback to staff and create an action plan for change. |
| Agrees on a partnership led-approach to making referrals and supporting families with CAMHS. |  |  |  |  |  | |  | |
| Differentiates between what needs should be addressed by CAMHS, and what help can be provided in school. Design a four tiered approach for wellbeing in education.   * Tier one – quality first teaching (whole-class mental health and wellbeing support) * Tier two – small nurture/ SEMH group support, Draw and Talk, emotional literacy programmes. * Tier three – specialist in school support (play therapy, counselling, family therapy). * Tier four – signpost for outside specialist support. |  |  |  |  |  | |  | |
| **Knowledge of mental health** | Understands the many facets of mental health and can recognise the [early warning signs](https://my.optimus-education.com/pupil-mental-health-difficulties-recognising-and-responding-warning-signs).  Understands how to respond appropriately. |  |  |  |  |  | |  | |
| Knows where to find further information on the different types of mental health difficulties. |  |  |  |  |  | |  | |
| [Records concerns or evidence of poor mental health in pupils](https://my.optimus-education.com/semh-keeping-record-interactions). |  |  |  |  |  | |  | |
| Supports other staff in the identification of poor mental health. |  |  |  |  |  | |  | |
| Ensures all staff understand that it is the responsibility of everyone to promote whole-school wellbeing. |  |  |  |  |  | |  | |
| [Assesses the outcomes of interventions](https://my.optimus-education.com/how-do-you-assess-non-academic-outcomes) on pupils’ wellbeing behaviour, attendance and attainment (attend meetings with the pastoral/safeguarding team and educational welfare officer). |  |  |  |  |  | |  | |
| **Managing disclosures** | [Responds to disclosures from pupils](https://my.optimus-education.com/dealing-disclosures-guidance-staff) and manages these effectively. |  |  |  |  |  | |  | |
|  | [Access supervision/coaching](https://my.optimus-education.com/importance-supervision-self-care) to manage the impact on own wellbeing. |  |  |  |  |  | |  | |