



# The Sandwell Well-being Charter Mark in Suffolk



# So what is the Sandwell Well-Being Charter Mark?

- It's a staged process, providing a structure for a school to work with a psychology team, to audit the well-being of staff and pupils, analyse the resultant picture, and then plan some meaningful actions from this to strengthen well-being across the setting.



# This is a basic summary of the process:

*(although please note that aspects of this can be amended to suit the individual school context)*

## **Step 1:**

Expression of interest by school

Arrange initial meeting with key stakeholders (Including HT)

School identifies lead professional

## **Step 2:**

Communicate intentions to stakeholders (governors/ staff/ parents/ pupils)

Staff briefing

Begin to develop portfolio in the 8 key areas

## **Step 3:**

Psychology team undertake audit using multiple methods. including focus groups and surveys.

## **Step 4:**

Data analysis undertaken by the EP team, under key themes.

Feedback report drafted and shared with school.

## **Step 5:**

Action planning meeting. Reviewing draft report, further exploration of themes, joint action planning using Charter Mark framework

## **Step 6:**

Action phase led by the school

Additional support can be requested from the psychology service if agreed and / or if needed

## **Step 7:**

Review of progress evidence.

Charter Mark decision made and future action points identified.

# The Sandwell Well-Being Charter Mark – a brief introduction



- ▶ This initiative was originally co-produced with Sandwell Council Public Health Department in response to local data indicating a shortfall in universal social, emotional and mental health provision and whole-school approaches, as well as in response to NICE guidelines about well-being in schools (PH12 and PH20 – now being updated).
- ▶ The Charter Mark was subsequently developed by their Inclusion Support team in partnership with Sandwell Council Public Health. It was evaluated and revised to create an evidence based, systematic approach to gathering and reflecting on wellbeing data in schools.
- ▶ This approach is now offered outside of Sandwell, and around the country. Our own Psychology & Therapeutic Service (P&TS) piloted this programme in some of our primary schools, and are now offering it out more widely to both primary and secondary settings.
- ▶ The aim of the Charter Mark at the end of process is to recognise a school's dedication and commitment towards improving the Social, Emotional and Mental Health (SEMH) of its pupils and staff.

# The 8 Key Principles



The Charter Mark criteria were informed by the Public Health England (2015) publication *Promoting children and young people's emotional health and well-being: A whole school and college approach* which identifies 8 principles that are important in promoting emotional health and well-being within the school environment.

To receive the Charter Mark a school works with members of the Psychology Service to gather evidence of good practice or progress under each of these 8 key headings.

Each of the 8 principles has a set of criteria against which we work with the school to gather data – either of what’s already working well, or of what might benefit from further development. For example, this is the criteria for ‘Ethos and Environment’:

## Principle 2: Ethos and Environment

***A Charter Mark school will be underpinned by an ethos and environment that promotes respect and values diversity.***

	Criteria (What this looks like)	Evidence Generated (including source)	Action Plan Task	Evidence at review	Criterion reached?
2a	The SEMH audit has been undertaken and all staff were given the opportunity to participate				
2b	The school have completed at least one action plan activity that relates to environmental quality (refer to audit)				
2c	The school gives messages that people are valued				
2d	There is evidence from the audit data that people experience a sense of belonging				
2e	There is evidence from the audit data that the school respects the feelings of people				

Examples of good practice in this area may include:

- An explicit approach to bullying (e.g. an up to date policy that everyone is aware of)
- A clear relational behaviour policy that is underpinned by positive principles and high expectations
- A welcoming entrance hallway and positive interactions with office staff for visitors
- Positive messages about the school ethos are clearly visible

# Data gathering includes:

- ▶ Pupil survey
- ▶ Staff survey
- ▶ (parent survey optional)
- ▶ Pupil focus discussion groups
- ▶ Parent focus discussion groups
- ▶ (Staff focus discussion groups optional)
- ▶ Quantitative data such as: attendance figure patterns, exclusion rates, pupil migration, reported bullying incidences, numbers of referrals to outside agencies.



# What Suffolk schools have said about Sandwell so far...



“Sandwell gave us an outside perspective and a challenge partner to check back our view with... The project served to pull together all of the work we’d done and give us some pointers about where to go next”



“ ‘Well-being’ can be difficult to judge, assess or quantify - this approach helps to do this for you... We found it extremely useful”



“the project is brilliant and the work that has been done is so valuable”



“(having completed Sandwell) I think this is going to develop into a pattern of checking with staff about how they are as we go forward ...”