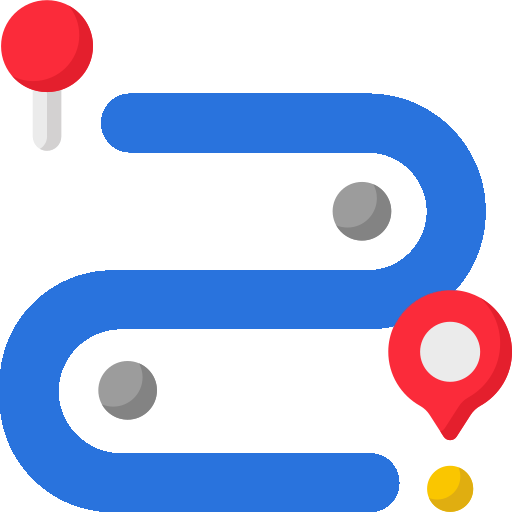
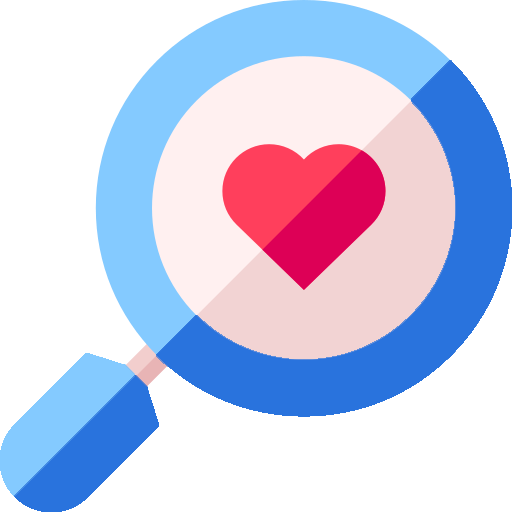
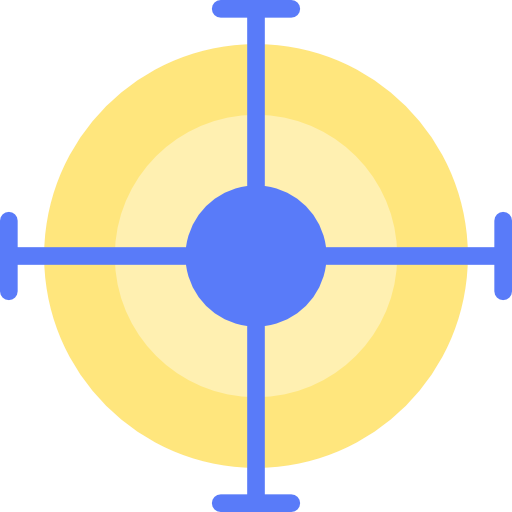
MARCH 2020

Logo, company name

Description automatically generated



Adapted from an original document by Dr Tom Hughes, formerly Senior Educational and Child Psychologist with Cambridgeshire County Council, and updated 2022.

This blueprint has been produced by Cambridgeshire County Council to support settings across Cambridgeshire and Peterborough to embed a whole school approach to mental health. It is free to use but cannot be circulated or reproduced without permission.

Completed blueprints are for the use of educational settings to support a self-audit and evaluation of their current provision for mental health and wellbeing.

This blueprint has been designed to enable self-assessment, reflection and improvement. It is estimated the blueprint will take 40 - 60 minutes to complete but it is intended as a working document to support senior mental health leaders.

In some settings, it may be appropriate to complete the blueprint in partnership with another member of staff who has complementary responsibilities or knowledge regarding the school or setting systems.

The eight sections included in the blueprint are derived from:

The National Children’s Bureau (NCB) Advice for Schools and Framework Document on what works in promoting social and emotional wellbeing and responding to mental health problems in schools (Weare, 2015).

The principles defined within Public Health England (PHE) and the Department for Education’s (DfE) whole school and college approach to promoting children and young people’s mental health and wellbeing (PHE and DfE 2021).

There is more information on the Healthy Schools website and in the resource links at the end of this document. An Excel version sits alongside this for completion if you wish to have a visual tracker on each section for monitoring, evaluation, and evidence purposes.

**This blueprint has been completed by**

Name:

Position:

School:

Date:

Email address:

**Others involved in supporting the completion of this blueprint include**

Name:

Position:

School:

Date:

Email address:



**Section 1**

Whole school thinking and leadership

**Section 2**

Create and align relevant policies

**Section 3**

 Engage the whole community

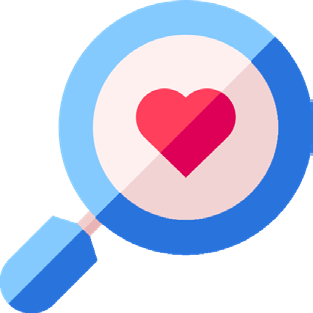
**Section 4**

 Prioritise staff development and wellbeing

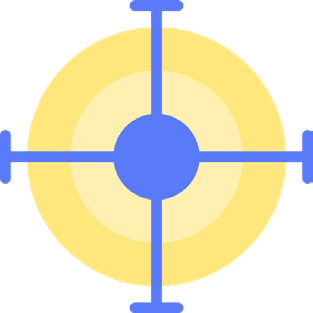
**Section 5**

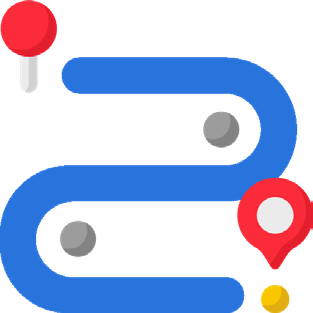
Deliver curriculum teaching to enhance

social and emotional skills



**Section 6**

 Identify need and evaluate impact

 **Section 7**

Implement targeted responses

**Section 8**

Identify specialist pathways

**Response Format**

**1 - Disagree**

There is no evidence that this indicator has been met.

# - Slightly disagree

There is little evidence that this indicator has been met. The practice is part of our planning, or has only been recently established.

# - Slightly agree

There is some evidence that this indicator has been met. The practice is established, but may be used inconsistently and not always successfully.

# - Agree

There is strong evidence from multiple sources that this indicator has been met. The practice is well-established and integrated into day-to-day operations.

The Blueprint is intended to promote discussion and analysis and to help you to think strategically around provision for mental health and emotional wellbeing. There will be some crossover between sections. We would encourage you to write notes against each indicator as you complete the document, with any supporting evidence. This will help you to spot gaps, track progress and evidence your setting’s provision.

# Section 1

Whole school thinking and leadership

* 1. Is there a clear vision for mental health co-produced by students, parents/carers, staff and governors? Is this in accessible formats (mobile-friendly, video, audio etc) for all parties including your students with special educational needs?

* 1. Do you have a senior mental health lead who has accessed training via the Department for Education (DfE) programme - or is soon to do so?

1.3

Is mental health the defined accountability of one member of the senior leadership team and is mental health a standing SLT agenda item?

1.4

Is the senior leadership team aware of the Thrive framework and does it inform policy and strategic planning around mental health?

1.5

Is there a mental health governor, or one whose remit includes mental health?

1.6

Do you raise student, staff and parent awareness of anti-stigma campaigns such as those highlighted by the Anna Freud Centre, Time to Change or Young Minds?

1.7

Do you have a week in the school year that has a specific mental health focus?

# Icon Description automatically generated Section 1

Whole school thinking and leadership

1.8

Do you use assemblies and/or class, year and tutor group time to promote mental health?

1.9

Are the links between special educational needs and mental health known by your setting’s community – all staff, students, families?

1.10

Do you have a whole school interest group (students, parents, staff, governors) with a focus on mental health?

1.11

Is emotional literacy supported and understood in the classroom, with the use of visual or other supports where needed?

1.12

Are the links between good mental health and positive learning experiences

and long-term outcomes known to students, staff, parents and governors?

1.13 Are there confidential spaces for mental health support to be offered, such as nurture rooms or student support centres?

1.14

Do you have a safe space for students to socialise with others when an open playground/dining room may be too much?

# Section 2

# Co-create and align policies for a supportive ethos

Co-production and helpful cross-referencing of policies and information can support a positive ethos around wellbeing and ensure consistency of approach. The views of children and young people, parents and staff, members of the governing body should be included. Schools and colleges must publish certain information and policies online and in accessible formats. Most should be reviewed annually unless otherwise specified - and if there is a change to the detail. There are links on the resources page for information on statutory requirements and guidance documents.

2.1 Do the senior mental health lead, school leaders and other stakeholders ensure positive mental health and wellbeing are promoted in key policies and information (Keeping Children Safe in Education), SEND (Special Educational Needs and Disabilities), Equality and Accessibility?

2.2 Are all staff aware of their responsibilities around mental health and wellbeing considerations outlined in these policies? How do you know?

2.3 Is there a mental health and wellbeing policy that is co-produced and accessible to all stakeholders in the school or setting in a range of formats?

2.4 Are there means (student council or similar) by which this policy is made known to students, so they are aware of support available to them?

2.5 Do you have a staff wellbeing policy?

2.6 Do the school values, policies and strategies cater for the wellbeing needs of all your diverse communities? Do these reflect the views of all sections - students, families and staff?

**Icon

Description automatically generatedSection 2**

# Co-create and align policies for a supportive ethos

2.7 Do your behaviour and anti-bullying policies recognise the impact of mental health and wellbeing on behaviour - and do they support the promotion of positive mental health?

2.8 Do mental health and wellbeing considerations feature across the curriculum policy?

2.9 Does the pupil premium strategy promote mental health and wellbeing for disadvantaged groups?

2.10 Is there effective monitoring and evaluation of mental health and wellbeing impacts of the relationships education (primary) policy or the relationships and sex education (secondary) policy?

2.11 Does your medical policy detail how you support students with mental health needs?

2.12 Is there explicit reference to mental health support for children on roll who are in alternative provision?

2.13 Do you have a co-produced attendance policy that reflects positive mental health promotion and details processes to meet mental health needs when these affect attendance?

2.14 Is there regular coproduction (and review) of the above information and policies with students, parents and staff?

2.15 Are these policies and information details coherent and consistent in their messages on mental health to students, staff and parents?

2.16 Is there a system in place to ensure policies and information are reviewed annually and updated when there are changes?

**Section 3**

Engage the whole community

3.1 Do you have a student council or mental health network with a representative group of students?

3.2 Do you have a buddying or peer mentoring scheme, or wellbeing ambassadors?

3.3 Do you use the Cambridgeshire Steps programme (or similar for your area – or perhaps the Thrive programme) to promote positive behaviour approaches and is this known to parents/families?

3.4 Do you have a planned and consistent approach (e.g. Steps toolkit) to support conflict resolution?

3.5 Do you seek information on a student’s mental health and wellbeing (as you might with physical health) prior to transition? Is this shared with appropriate staff at key transition points?

3.6 Do you use a variety of means and people (social media, verbal, drama, surveys, staff, governors) to communicate with parents about mental health?

3.7 Do you include presentations and information sharing/signposting on mental health at parents’ evenings?

3.8 Are there mental health themed events for parents?

3.9

Is the mental health curriculum shared with parents?

Icon

Description automatically generated

# Section 3

Engage the whole community

3.10

Do you use informal discussions with parents to raise mental health concerns?

3.11

Do you discuss emerging mental health difficulties with parents at the first opportunity?

3.12

Is there a dedicated space within school for families to seek support in a quiet and confidential way?

3.13

Is there a family or pastoral worker to support families where a student’s mental health and wellbeing may be at risk?

3.14

Is mental health and wellbeing a standing item for inclusion on the agenda of Team around the Family and other support meetings?

3.15

Are parents signposted to local and national mental health support groups?

3.16

Are parents aware of coping and resilience strategies promoted in school that may be adopted at home? Do parents receive feedback around their children’s skills in this area – as well as around any difficulties?

Icon

Description automatically generated

# Section 4

# Prioritise staff development and wellbeing

4.1 Do you regularly audit staff knowledge and skills in mental health and wellbeing to inform training provision for them using a competency framework – and do you know where to go to find this training?

4.2 Are staff aware of the prevalence of mental health difficulties, nationally and within your area or own school?

4.3 Are staff aware of the signs of emerging mental health difficulties and common symptoms of difficulties?

4.4 Do staff know about the significant co-occurrence of mental health difficulties and special educational needs?

4.5 Do staff understand the risk factors that affect mental health, including key life transitions and adverse childhood experiences?

4.6

Are staff familiar with expected developmental stages evident through childhood and adolescence and reasons why these may not be reached?

4.7

Do you release senior mental health leads and pastoral staff to meet/train with colleagues in other schools on how to best meet mental health needs?

4.8

Do you raise staff awareness of the impact of social, cultural and technological developments that are likely to affect the mental health of students?

4.9

Do you raise staff awareness of the impact of key transition points for students?

# Section 4

Prioritise staff development and wellbeing

4.10 Do you regularly survey staff wellbeing?

4.11 Is your school signed up to the Department for Education Staff Wellbeing Charter?

4.12 Are surveys such as the Education Support Survey, Health and Safety Executive’s Talking Toolkit, or the Mental Health First Aider Line Managers’ resource used to inform discussions between line managers and staff?

4.13 Do you regularly review school staff workload and is this method co-produced with staff? Is it used to effect changes?

4.14 Has staff training included content on stress reduction skills such as self-efficacy, assertion, resilience, relaxation and mindfulness?

4.15 Do you have a confidential route for staff to acknowledge, and seek specialist support for, their own mental health?

4.16 Are there opportunities in the school structure for staff to celebrate everyday successes and achievements?

4.17 Do you provide time for staff to reflect on their practice, manage boundaries and have time with supportive colleagues informally and in regular formal supervision?

4.18 Do you have a means by which staff can share, anonymously, ideas for improvement of the school ethos and good working practices?

# Section 5

Deliver curriculum teaching to enhance social and emotional skills

5.1

Is the teaching of social and emotional skills embedded into the curriculum in an effective way? Can you evidence and evaluate this?

5.2

Do you use the PSHE Association and Cambridgeshire’s PSHE service (or your local area version) as a resource to inform the teaching of social and emotional skills?

5.3

Are your staff confident in the delivery of the PSHE curriculum, and able to employ high quality teaching to identify gaps in students’ knowledge and progress?

5.4

Do you engage with any charities or other external organisations to deliver mental health workshops to students?

5.5

Are staff supported in identifying how their subject areas can support a whole school approach? How does this happen?

# Icon Description automatically generatedSection 5

Deliver curriculum teaching to enhance social and emotional skills

5.6

Is there a 2 hour a week minimum commitment to PE?

5.7

Is there art, drama, music content for everyone on the curriculum? Is there an alternative or after school offer for KS4/5?

5.8

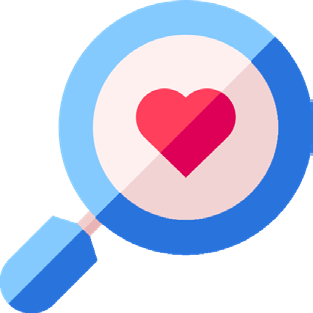
Are there extra-curricular activities accessible to all?

5.9

Are staff familiar with students’ resilience frameworks and how their teaching can support these?

5.10

Are staff aware of how the Teachers’/Teaching Assistant Standards and the Ofsted Framework underline their responsibilities to a whole school approach for mental health and wellbeing?



# Section 6

Identify need and evaluate impact

6.1

Does every student in school have a member of staff (tutor, head of year, class teacher) with a remit for their pastoral development?

6.2

Do you use mental health screening tools to identify children in need of further support?

6.3

Do you have a confidential route for students to seek support for their own mental health? Does student feedback indicate they know how to access this?

6.4

Do you have a protocol for staff to follow when students approach them to discuss their mental health?

6.5

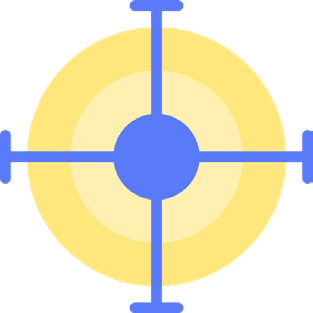
Do you have a clear process for identifying students in need of further support? Do you use evidence-based interventions, monitor and evaluate outcomes via an assess, plan, do, review (APDR) process?

6.6

Is there a means of monitoring students’ wellbeing during and following any periods of the day they find difficult – perhaps social, unstructured times such as playtime?

6.7

Are staff aware of students who have been assessed to have an identified mental health need, mindful of confidentiality concerns?

****

**Section 7**

Implement targeted responses

7.1

Do you run one-to-one or small group programmes for some students?

7.2

Are these evidence-based and appropriate for the presenting needs of the students? Are they regularly quality-assured and evaluated?

7.3

Are staff trained in delivery and so able to deliver in accordance with the programme’s intentions?

7.4

Do you commission external advisors to train on new programmes and interventions? Are these quality-assured, monitored and evaluated with essential insurance and safeguarding checks in place?

7.5

Does mental health support feature on your special educational needs provision map?

7.6

Do you have staff who are trained in supportive wellbeing strategies and are there regular opportunities for refreshers?

# Section 8

# Identify specialist pathways

8.1 Do you have a clear process for prioritising students for external support?

8.2

Do you use in-person or on-line (in-school/college) drop-ins for mental health support?

8.3

Do your students, staff and families know about open access services such as ChildLine/Kooth.com/The Mix?

8.4

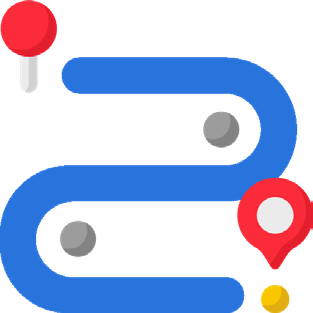
Do you commission external specialists to deliver therapeutic and counselling interventions?

8.5

Are these specialists trained and accredited by a professional body, with an agreed standards framework and complaints procedure? Insurance and supervision should be in place.

8.6 Do your mental health and safeguarding policies explicitly reflect the above – with a clear protocol to follow?

8.7 Do you ensure that strategies recommended by these specialists are embedded in provision across the setting?



# Section 8

# Identify specialist pathways

8.8

Are you and school staff aware of local statutory support services such as the Emotional Health and Wellbeing Service, CAMHS, YOUnited - and of resources such as those to be found at Keep Your Head, Young Minds, The Anna Freud Centre?

8.9

Do you have a clear pathway for specialist mental health referrals? This should include awareness of service acceptance criteria, the need for consent, co-produced request documentation, timeframes etc.

8.10

Do you have a clear pathway (explicit in your policy) for emergency referrals around self-harm and suicide risk?

8.11

Are you aware of and do you publish links to Cambridgeshire & Peterborough’s local transformation plan for children and young people’s emotional, mental health and wellbeing?

8.12

Do you access support around SEMH concerns from your link practitioner with Cambridgeshire or Peterborough’s SEND Services team?

8.13

Do you use an assess, plan, do, review (APDR) process to track and evidence provision for students on these pathways?

**Your Results**

Graphical user interface, application, table, Word, Excel

Description automatically generatedSelf-assessment score summary

If you would like to see a score summary in the above format - which may be useful as a progress-tracker - please fill in the accompanying Excel document with your collective answers. There are spaces for your notes and evidence.

Links to documents mentioned in the Blueprint questions.

These were last checked for access August 2022

**Section 1 Whole school thinking and leadership**

1.3 Anna Freud National Centre for Children and Families, The Thrive Framework for system change <https://www.annafreud.org/mental-health-professionals/thrive-framework/>

1.6

[www.annafreud.org](http://www.annafreud.org)

[www.time-to-change.org](http://www.time-to-change.org) (closed but resources remain)

[www.rethink.org](http://www.rethink.org)

<https://www.youngminds.org.uk/>

National Children’s Bureau Weare, K. et al. <https://www.walworth.durham.sch.uk/wp-content/uploads/sites/59/2017/09/Promoting-Social-Emotional-Well-being-etc-NCB.pdf>

**Section 2 Create and align relevant policies**

Department for Education (DfE, 2022) on policies and information reports that must be published

[https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts March 2022](https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts%20March%202022)1825

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

2.1

Department for Education (DfE, 2022) Keeping children safe in education Parts 1 and 2 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

2.9

Department for Education (DfE, 2022) Pupil Premium guidance

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

2.13

Department for Education (2022) Supporting children at school with medical conditions

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf>

**Section 3**

**3.3**

Cambridgeshire Steps

<https://www.cambslearntogether.co.uk/cambridgeshire-send-service-0-25/cambridgeshire-steps>

Thrive

<https://www.thriveapproach.com/>

**Section 4 Prioritise staff development and wellbeing**

4.1

Keep Your Head Mental Health Training Competency framework

<https://www.keep-your-head.com/assets/3/mental_health_training_competency_framework_for_school_staff.pdf>

4.10

Department for Education (November 2021) The Education Staff Wellbeing Charter

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf>

Education Support Staff Wellbeing survey template

<https://www.educationsupport.org.uk/resources/for-organisations/guides/staff-wellbeing-survey-template/>

Health and Safety Executive (2021) Talking Toolkit Preventing work related stress

<https://www.hse.gov.uk/stress/assets/docs/stress-talking-toolkit.pdf>

Mental Health First Aid England

<https://mhfaengland.org/mhfa-centre/resources/for-workplaces/>

4.14 Children and Young People’s Services (Cambridgeshire Community Services NHS Trust and Peterborough NHS Foundation Trust)

<https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/emotional-health-and-wellbeing-services>

**Section 5 Deliver curriculum teaching to enhance social and emotional skills**

5.2

Healthy Schools Cambridgeshire and Peterborough

<https://healthyschoolscp.org.uk/resources/cambridgeshire-personal-social-and-health-education-pshe-service/>

PHSE Association

<https://pshe-association.org.uk/topics/mental-health>

<https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

5.4

Healthy Schools Mind your Head programme

<https://healthyschoolscp.org.uk/mental-health-and-emotional-well-being/mind-your-head-programme/>

Cambridge and Peterborough NHS Foundation Trust YOUnited

<https://www.cpft.nhs.uk/young-people/>

5.9 boingboing.org Resilience Framework

<https://www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/>

5.10 Department for Education Teacher Standards 2021

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers__Standards_Dec_2021.pdf>

Maximising the Impact of Teaching Assistants (MITA) 2016; Professional Standards for Teaching Assistants

<https://maximisingtas.co.uk/resources/professional-standards-for-teaching-assistants.php>

Ofsted framework July 2022

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

**Section 7 Implement targeted responses**

7.5

Nurtureuk: <https://www.nurtureuk.org/>

Emotional Literacy Support Assistant programme <https://www.elsa-support.co.uk/>

Cambridgeshire SEND Services 0 to 25

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/send-service-0-25>

The SEND Information Hub Peterborough

<https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer#:~:text=The%20SEND%20Information%20Hub%20(Local%20Offer)%20is%20part%20of%20the,support%20and%20services%20in%20Peterborough>.

Emotional Health and Wellbeing Services: <https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/emotional-health-and-wellbeing-services>

**Section 8 Identify Specialist Pathways**

8.3

Childline (under 19)

<https://www.childline.org.uk/>

Kooth (ages 11 to 24)

<https://www.kooth.com/>

The Mix Mental Health Support (under 25)

<https://www.themix.org.uk/mental-health>

8.8

Children and Young People’s Services (Cambridgeshire Community Services NHS Trust and Peterborough NHS Foundation Trust)

<https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/emotional-health-and-wellbeing-services>

Child and Adolescent Mental Health Services (CAMHS) <https://www.cpft.nhs.uk/service-detail/service/child-and-adolescent-mental-health-services-camhs-63/>

Cambridgeshire and Peterborough Mental Health Keep your Head

<https://www.keep-your-head.com/>

Young Minds <https://www.youngminds.org.uk/>

Anna Freud National Centre for Children and Families <https://www.annafreud.org/>

8.11 The Local Transformation Plan Cambridgeshire and Peterborough Clinical Commissioning Group 2020/21

<https://www.cambridgeshireandpeterboroughccg.nhs.uk/your-health-and-services/mental-health-learning-disability-services/children-and-young-people/#:~:text=The%20Local%20Transformation%20Plan%20(LTP,over%20the%20next%20five%20years>