

# Emotional Health and Wellbeing

School ethos based on the promotion of mutual respect and understanding

## Criterion Five

School	Please indicate what level (1 being worst, 4 being best)			
	1	2	3	4
<b>1. Do the following policies emphasise mutual respect within the school?</b>				
Personal and Social Development	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Behaviour	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Equal opportunities	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Personal and social health education	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Special education needs	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Are there other policies or statements, which emphasise mutual respect? Please list.	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<b>2. How widely are these policies understood throughout the school?</b>				
(1 – little; 4 – much)				
Please support your judgement with evidence.				
<b>3a. Give examples of opportunities that are provided for pupils to share their views that may inform:</b>				
1) The curriculum				
2) The school development				
<b>3b. How are there opportunities for pupils to take practical responsibility and be involved in decision-making? (Give examples)</b>				
<b>4. How well are these views responded to within your school?</b>				
(1 – poorly; 4 – very well)				
	1	2	3	4

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<p><b>5a. Is the school policy for tackling bullying within a behaviour management policy or a separate policy?</b></p> <p><b>5b. Who was consulted in the development of the policy?</b></p> <p><b>5c. How are young people informed of the contents of this policy?</b></p> <p><b>5d. What level of understanding and ownership do you think the young people in your school have of this policy?</b> (1 – low; 4 – high)</p> <p>Please give evidence to support your opinion</p>		<p>understanding</p> <p><b>1</b>      <b>2</b>      <b>3</b>      <b>4</b></p> <p>ownership</p> <p><b>1</b>      <b>2</b>      <b>3</b>      <b>4</b></p>		
<p><b>6. How well does the school ethos support the emotional health and well-being of the staff?</b> (1 – poorly; 4 – very well)</p> <p>Please give examples to support your view.</p>		<p><b>1</b>      <b>2</b>      <b>3</b>      <b>4</b></p>		
<p><b>7. To what extent are measures being taken to support the professional needs of staff?</b> (1 – little; 4 – much)</p> <p>Please give examples.</p>		<p><b>1</b>      <b>2</b>      <b>3</b>      <b>4</b></p>		

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<p><b>8. To what extent are measures being taken to support the personal needs of staff?</b> (1 – little; 4 – much)</p> <p style="text-align: center;">1            2            3            4</p> <p>Please give examples.</p>																																		
<p><b>9. How far does the school offer a welcoming environment for pupils, parents, teachers and visitors?</b> (1 – little; 4 – much)</p> <p style="text-align: center;">1            2            3            4</p> <p>Please give examples.</p>																																		
<p><b>10. Does your PSHE programme include training for:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Self-monitoring of emotional wellbeing</td> <td style="width: 10%;">Yes</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> <td style="width: 10%;">No</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Raising self esteem</td> <td>Yes</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>No</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Assertiveness skills</td> <td>Yes</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>No</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Coping with distress</td> <td>Yes</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>No</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Examining attitudes towards mental illness</td> <td>Yes</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>No</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Examining attitudes towards disability</td> <td>Yes</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>No</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>					Self-monitoring of emotional wellbeing	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Raising self esteem	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Assertiveness skills	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Coping with distress	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Examining attitudes towards mental illness	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Examining attitudes towards disability	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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<p><b>11. What <u>training</u> is there to promote and maintain the emotional health and wellbeing of the school community?</b></p>	
<p><b>12a. What <u>activities</u> are in place to promote and maintain the emotional health and wellbeing of the school community?</b></p> <p><b>12b. What methods of consultation with staff are undertaken to identify the most relevant activities for the promotion of emotional health and wellbeing? (e.g. questionnaires, group work, INSET)</b></p> <p><b>12c. What methods of consultation with young people are undertaken to identify the most relevant activities for the promotion of emotional health and wellbeing?</b></p> <p><b>12d. How is each consultation outcome used? How does it effect change?</b></p>	

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<p><b>13a. How do the internal support systems integrate with specialist local provision? (eg LEA advisors for behaviour support services, Child and Adolescent Mental Health )</b></p>          <p><b>13b. How are these made known to the school community?</b></p>	
<p><b>14. How is information about relevant local and national agencies and support networks made available? (i.e. helplines, newsletters, display boards, etc)</b></p>	

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<b>15. Do you link into local and national projects? E.g:</b>				
Initiatives from Learning/Behaviour forum	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
World Mental Health Day	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Disability Awareness Week	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Samaritans Week	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Health Promoting Schools initiatives	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Pyramid Clubs	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Trail Blazers	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Tension Tamers	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Walking for Health	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Skipping Clubs	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Playground activities	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

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<b>16. How are measures being taken to promote the self-esteem of pupils and staff?</b>	
Please give examples e.g. counselling, training, extra curricular activity, etc	
Occupational Health	Yes <input type="checkbox"/> No <input type="checkbox"/>
Personal Goal Setting	Yes <input type="checkbox"/> No <input type="checkbox"/>
Staff development opportunities/appraisal	Yes <input type="checkbox"/> No <input type="checkbox"/>
Citizenship skills	Yes <input type="checkbox"/> No <input type="checkbox"/>
Public acknowledgement of achievement of staff and pupils	Yes <input type="checkbox"/> No <input type="checkbox"/>
Peer support for pupils and staff e.g. Childline CHIPS programme	Yes <input type="checkbox"/> No <input type="checkbox"/>
Circle Time	Yes <input type="checkbox"/> No <input type="checkbox"/>
Team building for staff and pupils	Yes <input type="checkbox"/> No <input type="checkbox"/>
Effective tutorial support systems	Yes <input type="checkbox"/> No <input type="checkbox"/>
Reward systems/schemes for staff and pupils	Yes <input type="checkbox"/> No <input type="checkbox"/>
SEBs Programme, Behaviour and Attendance Programme	Yes <input type="checkbox"/> No <input type="checkbox"/>
Anti-Bullying in Cornwall	Yes <input type="checkbox"/> No <input type="checkbox"/>
Record of Achievement	Yes <input type="checkbox"/> No <input type="checkbox"/>
Increasing resilience through managing change training	Yes <input type="checkbox"/> No <input type="checkbox"/>
Responding to constructive criticism post-Ofsted	Yes <input type="checkbox"/> No <input type="checkbox"/>