# Social, Emotional and Mental Health Wellbeing Audit Tool

**Why supporting social, emotional and mental health and wellbeing is important**

It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.

It is estimated that 1 in 6 five- to sixteen-year-olds have a diagnosed mental health disorder and that almost 1 in 4 show some evidence of mental ill-health including anxiety and depression. Half of all mental health problems in adults manifest by the age of 14 with 75% by age 24. Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age.

Children and young people’s good mental health includes:

* The ability to develop psychologically, emotionally, creatively, intellectually and spiritually.
* The capacity to initiate, develop and sustain mutually satisfying personal relationships.
* The ability to be aware of others and empathise with them.
* The ability to play and learn, with attainments that are appropriate to age and intellectual ability.
* A developing moral sense of right and wrong.
* The degree of any psychological distress and maladaptive behaviour being within the normal limits for the child’s age and context.
* The ability to be able to face and resolve problems, setbacks, and learn from them. Poor mental health in childhood impacts upon future health, social and personal outcomes.

The Social, Emotional and Mental Health Wellbeing Audit (below) has been prepared to help review the current approach within a school, setting or provision to Social, Emotional and Mental Health, allowing identification of strengths and areas for development. The following audit is based upon the eight principles of the whole school approach as laid out in the document ‘Promoting children’s and young people’s health and wellbeing – a whole school and college approach’ published by Public Health England and the children and young people’s Mental Health Coalition March 2021.

This document first identified eight key principles for emotional health and wellbeing in 2015 (updated 2021): [**Promoting children and young people’s emotional health and wellbeing (publishing.service.gov.uk)**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958151/Promoting_children_and_young_people_s_emotional_health_and_wellbeing_a_whole_school_and_college_approach.pdf)

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**Local Context**

Schools/settings are judged by Ofsted framework. SEMH themes are addressed within the following areas of the Ofsted criteria:

* Behaviour and attitudes​: Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread. ​
* Personal Development: ​The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy ​
* Leadership and Management: ​Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice

Ofsted and CQC revisited the Essex local area SEND services in May 2022 to assess the progress made against the significant areas of weakness identified in the 2019 SEND inspection. The report of the outcome confirms that Essex is making sufficient progress to address the areas of weakness previously identified and that ongoing external monitoring is no longer required. This is a fantastic result for Essex and a testament to the hard work and dedication of our workforce.

However, we recognise that confidence in meeting SEMH needs continues to be a priority locally. Trauma Perceptive Practice (TPP): the Essex approach to understanding behaviour and supporting emotional wellbeing, sets out the expectation that SEMH development needs to be a holistic approach within any school/settings and embedded within every aspect of their offer. Change commences with school/setting leaders and then the staff before impacting on CYP and the wider community.

This tool is designed to support schools/settings to assess, identify and review their practice in relation to SEMH and provides them with a framework of best practice to work towards.

***Steve Whitfield***

*Strategy Lead for Social Emotional and Mental Health*

**Eight Principles**

The following diagram presents 8 principles to promote emotional health and wellbeing in schools and colleges. At the heart of these is leadership and management.

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Public Health England and the Children and Young People’s Mental Health Coalition 2015

Each of these principles can be divided into separate smaller statements. These are outlined below and later translated into the audit tool.

1. **Leadership and management that supports and champions efforts to promote emotional health and wellbeing**

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| **Best Practice Criteria** |
| School leaders recognise the contribution that positive emotional and mental health makes to school improvement. |
| A commitment to emotional and mental health is referenced in school development plans and other key documents. |
| Funding is allocated to resource the development of pupils and staff emotional and mental health e.g., use of PPG, counselling services and non-contact time. |
| Relevant policies such as Safeguarding, confidentiality, PSHE, Equality, Behaviour and anti-bullying are owned and implemented by the whole school and regularly reviewed. |

**2. School ethos and environment that promotes respect and values diversity**

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| **Best Practice Criteria** |
| The school’s organisation and culture supports pupil’s spiritual, moral social and cultural development. |
| Systems are in place that build a sense of belonging to class/school e.g., house system, class identities, circle time performance, class presentations team sports and school council. |
| Staff treat pupils and each other with respect and kindness, modelling positive relationships. |
| All members of the school community are valued and significant events and achievements celebrated. |
| Displays in school reflect the school’s commitment to promoting emotional health e.g., antibullying displays, ‘qualities’ poster, school council information, pupils’ work valued, celebrating difference and diversity, anti-stigma messages where young people can access help and support. |
| Systems are in place to make visitors, parents and carers feel welcome in school e.g., friendly and helpful staff, staff information in entrance, pupils acknowledge visitors. |
| The school environment is safe and inclusive e.g., bullying ‘hot spots’ and stigma addressed, information available in different language, good access for differently abled, safe spaces, a range of play/break time activities. |
| An emotional healthy lifestyle is promoted through the school ethos and environment e.g., healthy options at lunchtimes, water available, friendship areas, quiet areas, lunch and after school clubs, pleasant staff room, safe spaces for meetings and time out. |

**3. Curriculum, teaching and learning to promote resilience and support social and emotional learning.**

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| **Best Practice Criteria** |
| RSE (PSHE) is delivered via a spiral curriculum using a whole school approach that includes emotional literacy, social skills, communication skills, resilience and coping strategies. |
| Links are made between emotional health promotion and other curriculum areas for example science, creative arts, physical education. |
| The classroom climate is respectful, participative and day to day practice promotes emotional health. |
| The RSE (PSHE) and wider curriculum is well matched to pupil’s learning styles and development and includes differentiation and targeted work for vulnerable and those with additional needs. |
| Resources used to teach about emotional and mental health are age appropriate, relevant, inclusive and up to date. |
| Lessons around emotional and mental health are taught in safe environment e.g., with ground rules, avoiding triggers, using distancing techniques, ensuring pupils know where/how to ask for help if affected and pastoral support. |
| Lessons around emotional and mental health are monitored and evaluated impact and pupil progresses assessed. |

**4. Enabling pupil voice to influence decisions**

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| **Best Practice Criteria** |
| Pupils are involved in school decisions e.g., policy development, staff appointments, for example through the school council. |
| Pupils are consulted regularly and their views influence teaching and learning including in PSHE and citizenship. |
| Pupils have the opportunity to take responsibility for some aspects of school/college life e.g., peer support, reception duties enterprise activities school performances, charity events. |
| School uses effective strategies for ensure that vulnerable pupils are also engaged in pupil voice actvities. |
| Pupils are regularly asked about the impact of curriculum, school practices and interventions that aim to address their emotional and mental health. |

**5. Staff development to help their own wellbeing and that of pupils**

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| **Best Practice Criteria** |
| Staff receive training in RSE (PSHE, citizenship) and aspects of emotional and mental health and this is regularly update. |
| Staff can recognise the signs and symptoms of pupils at risk of / with emotional and mental health needs and are confident in dealing with disclosures and incidents. |
| Staff Wellbeing policy is reviewed and updates regularly to support staff needs. |

**6. Identifying need and monitoring the impact of interventions**

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| **Best Practice Criteria** |
| There is a whole school approach to identifying the emotional and mental health needs of pupils. For example, all staff know the warning signs, have regular review meetings to identify pupil, use wellbeing scales are aware of risk and resilience factors. |
| The emotional health needs of potentially vulnerable pupils e.g., young carers, those who are lesbian gay, bisexual or transgender, children in care those at-risk form exclusion pupils with SEND etc are identified and addressed. |
| There are effective routes for self-referral for pupils, young people and staff to seek help if they have a concern or are in need of support e.g. worry boxes, school support, email addressed visible pastoral leads, resources agencies. |
| Provision and interventions designed to meet the emotional and mental health needs of pupils are monitored and evaluated for impact. |

**7. Working with Parents and Carers**

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| **Best Practice Criteria** |
| The school/college communicate to parents and carers how they support pupil emotional and mental health needs e.g., through home-school booklets on the school website. |
| Parents and carers know whom to approach if they have concerns or information regarding their child’s emotional or mental health behaviour or any other concerns. |
| The school provides /signposts to resources for parents and carers which facilitate discussion of common issues such as change, losing friends, fear, and family splits including divorce through books, leaflets, displays and school website. |
| Parents and carers report that they feel welcome and included in the school community e.g., through participation in learning activities, assemblies, parent teacher associations, policy development. |

**8. Targeted support and appropriate referral**

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| **Best Practice Criteria** |
| All staff are aware of processes and procedures for support and referral there are concerns about a pupils emotional or mental health. |
| Targeted support is matched to a pupil’s specific needs through quality assessment practices. |
| The school uses a range of evidence-based interventions and programmes to meet the emotional health needs of targeted pupils e.g., Thrive, Forest Schools, Nurture, Peer Support etc. |
| Pupils and staff have access to counselling services where necessary. |
| The school works collaboratively with other professionals working with the pupils, for example, Public Health nurses, Ed. Psychologists, MHST, CAMHS etc. to support the emotional and mental health needs of targeted pupils. |

**Using the Template to Complete an Audit with Senior Leadership Team**.

Based on this example of good practice the following audit enables you to judge how you are delivering positive mental health and wellbeing priorities for your school.

For each criterion you can grade your performance as ‘red’, ‘amber’ or ‘green’.

**Red :** Means that you do not meet any aspects of the criterion described and need to take action to move towards amber and green

**Amber :** Means that you partly meet the criterion and need to take action to move towards green

**Green:** Means that you meet the criterion fully and will want to ensure that these remain embedded across all aspects of school life adapting to change as it occurs

The assessed ‘RAG’ (red, amber or green) rating helps to identify which areas need more attention in developing an action plan towards informing the whole school approach.

It is best practice to add evidence of how you are meeting the criterion at your chosen level in the evidence box. You may also like to cross reference your evidence against the most recent Ofsted School Inspection handbook. Relevant sections of this document can be found at the end of the audit. It is suggested that this audit is updated at least every 2 years

If there are gaps in your audit, you can go to for either local or national support. These can be found in sections in the appendices.

**Audit Template**

1. **Leadership and management that supports and champions efforts to promote emotional health and wellbeing**

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| **Best Practice Criteria (green level)** | **Current Position** | **RAG** |
| 1. School leaders recognise the contribution that positive emotional and mental health makes to school improvement. |  |  |
| 1. A commitment to emotional and mental health is referenced in school development plans and other key documents. |  |  |
| 1. Funding is allocated to resource the development of pupils and staff emotional and mental health e.g., use of PPG, counselling services and non-contact time. |  |  |
| 1. Relevant policies such as Safeguarding, confidentiality, PSHE, Equality, Behaviour and anti-bullying are owned and implemented by the whole school and regularly reviewed. |  |  |

**2. School ethos and environment that promotes respect and values diversity**

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| **Best Practice Criteria (green level)** | **Current Position** | **RAG** |
| 1. The school’s organisation and culture supports pupil’s spiritual, moral social and cultural development. |  |  |
| 1. Systems are in place that build a sense of belonging to class/school e.g., house system, class identities, circle time performance, class presentations team sports and school council. |  |  |
| 1. Staff treat pupils and each other with respect and kindness, modelling positive relationships. |  |  |
| 1. All members of the school community are valued and significant events and achievements celebrated. |  |  |
| 1. Displays in school reflect the school’s commitment to promoting emotional health e.g., antibullying displays, ‘qualities’ poster, school council information, pupils’ work valued, celebrating difference and diversity, anti-stigma messages where young people can access help and support. |  |  |
| 1. Systems are in place to make visitors, parents and carers feel welcome in school e.g., friendly and helpful staff, staff information in entrance, pupils acknowledge visitors. |  |  |
| 1. The school environment is safe and inclusive e.g., bullying ‘hot spots’ and stigma addressed, information available in different language, good access for differently abled, safe spaces, a range of play/break time activities. |  |  |
| 1. An emotional healthy lifestyle is promoted through the school ethos and environment e.g., healthy options at lunchtimes, water available, friendship areas, quiet areas, lunch and after school clubs, pleasant staff room, safe spaces for meetings and time out. |  |  |

**3****. Curriculum, teaching and learning to promote resilience and support social and emotional learning.**

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| **Best Practice Criteria (green level)** | **Current Position** | **RAG** |
| 1. PSHE is delivered via a spiral curriculum using a whole school approach that includes emotional literacy, social skills, communication skills, resilience and coping strategies. |  |  |
| 1. Links are made between emotional health promotion and other curriculum areas for example science, creative arts, physical education. |  |  |
| 1. The classroom climate is respectful, participative and day to day practice promotes emotional health. |  |  |
| 1. The PSHE and wider curriculum is well matched to pupil’s learning styles and development and includes differentiation and targeted work for vulnerable and those with additional needs. |  |  |
| 1. Resources used to teach about emotional and mental health are age appropriate, relevant, inclusive and up to date. |  |  |
| 1. Lessons around emotional and mental health are taught in safe environment e.g., with ground rules, avoiding triggers, using distancing techniques, ensuring pupils know where/how to ask for help if affected and pastoral support. |  |  |
| 1. Lessons around emotional and mental health are monitored and evaluated impact and pupil progresses assessed. |  |  |

**4. Enabling pupil voice to influence decisions**

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| **Best Practice Criteria (green level)** | **Current Position** | **RAG** |
| 1. Pupils are involved in school decisions e.g., policy development, staff appointments, for example through the school council. |  |  |
| 1. Pupils are consulted regularly and their views influence teaching and learning including in RSE (PSHE and citizenship). |  |  |
| 1. Pupils have the opportunity to take responsibility for some aspects of school/college life e.g., peer support, reception duties enterprise activities school performances, charity events. |  |  |
| 1. School uses effective strategies for ensure that vulnerable pupils are also engaged in pupil voice actvities. |  |  |
| 1. Pupils are regularly asked about the impact of curriculum, school practices and interventions that aim to address their emotional and mental health. |  |  |

**5. Staff development to help their own wellbeing and that of pupils**

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| --- | --- | --- |
| **Best Practice Criteria (green level)** |  | **RAG** |
| 1. Staff receive training in RSE (PSHE), citizenship and aspects of emotional and mental health and this is regularly update. |  |  |
| 1. Staff can recognise the signs and symptoms of pupils at risk of / with emotional and mental health needs and are confident in dealing with disclosures and incidents. |  |  |
| 1. Staff Wellbeing policy is reviewed and updates regularly to support staff needs. |  |  |

**6. Identifying need and monitoring the impact of interventions**

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| **Best Practice Criteria (green level)** | **Current Position** | **RAG** |
| 1. There is a whole school approach to identifying the emotional and mental health needs of pupils. For example, all staff know the warning signs, have regular review meetings to identify pupil, use wellbeing scales are aware of risk and resilience factors. |  |  |
| 1. The emotional health needs of potentially vulnerable pupils e.g., young carers, those who are lesbian gay, bisexual or transgender, children in care those at-risk form exclusion pupils with SEND etc are identified and addressed. |  |  |
| 1. There are effective routes for self-referral for pupils, young people and staff to seek help if they have a concern or are in need of support e.g., worry boxes, school support, email addressed visible pastoral leads, resources agencies. |  |  |
| 1. Provision and interventions designed to meet the emotional and mental health needs of pupils are monitored and evaluated for impact. |  |  |

**7. Working with Parents and Carers**

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| **Best Practice Criteria (green level)** | **Current Position** | **RAG** |
| 1. The school/college communicate to parents and carers how they support pupil emotional and mental health needs e.g., through home-school booklets on the school website. |  |  |
| 1. Parents and carers know whom to approach if they have concerns or information regarding their child’s emotional or mental health behaviour or any other concerns. |  |  |
| 1. The school provides /signposts to resources for parents and carers which facilitate discussion of common issues such as change, losing friends, fear, and family splits including divorce through books, leaflets, displays and school website. |  |  |
| 1. Parents and carers report that they feel welcome and included in the school community e.g., through participation in learning activities, assemblies, parent teacher associations, policy development. |  |  |

**8. Targeted support and appropriate referral**

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| **Best Practice Criteria (green level)** | **Current Position** | **RAG** |
| 1. All staff are aware of processes and procedures for support and referral there are concerns about a pupils emotional or mental health. |  |  |
| 1. Targeted support is matched to a pupil’s specific needs through quality assessment practices. |  |  |
| 1. The school uses a range of evidence-based interventions and programmes to meet the emotional health needs of targeted pupils e.g. Thrive, Forest Schools, Nurture, Peer Support etc. |  |  |
| 1. Pupils and staff have access to counselling services where necessary. |  |  |
| 1. The school works collaboratively with other professionals working with the pupils, for example, Public Health nurses, Ed. Psychologists, MHST, CAMHS etc. to support the emotional and mental health needs of targeted pupils. |  |  |

**Drawing up an Action Plan**

1. The action plans will clearly show the suggested steps against each of the eight core elements and the clear priorities for development. The key 8 priorities are considered the foundations for a school, setting or provision that is putting SEMH at the foundation of the school culture.
2. It is recognised that each school, setting or provision should have a clear focus and there is an expectation that no school, setting or provision will target more than two areas at one time and that leadership and management goals will always form the backbone of any current planning. We recommend this graduated approach is adopted and builds on the strengths identified in the self-assessment.
3. Schools will follow a simple process of ‘Assess>Plan>Do>Check> Repeat’ to identify key areas of strength and key areas for development. Schools will work both individually and as part of a wider network to develop and implement SEMH aims.

**The standards**

Across all elements there is an aspiration that:

* Action plans are developed from the perspective point of CYP, parents and staff engaging with the school daily, rather than a theoretical, policy and procedures driven perspective.
* Evidence to validate rating will be agreed and identified within the action plans.
* Existing skills, resources and best practice are drawn on and shared with other schools and, where appropriate, other regions.
* Workforce development is considered in its broadest sense and for staff at all levels as an integral part of the process
* The supporting role of parents, CYP and the voluntary community sector is considered

**Social, Emotional and Mental Health Whole School/Setting Action Plan**

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| **Area e.g.**  **1 (b)** | **What do you want to achieve?** | **Actions** | **Who?** | **When by?** | **How will you measure the impact?** | **Achieved** |
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**Further Sources of information and support**

1. **Leadership and management that supports and champions efforts to promote emotional health and wellbeing**

[**Keeping children safe in education**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)**-** Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

Public Health England & Children & Young People’s Mental Health Coalition (2017) [Promoting Children and Young People’s Emotional Health and Wellbeing](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/958151/Promoting_children_and_young_people_s_emotional_health_and_wellbeing_a_whole_school_and_college_approach.pdf).

[Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/)

[Mental Health and Behaviour in Schools DfE (2014)](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

1. **School ethos and environment that promotes respect and values diversity**

[Preventing and Tackling Bullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)

1. **Curriculum, teaching and learning to promote resilience and support social and emotional learning.**

[PSHE Association](https://www.pshe-association.org.uk/): Guidance On Preparing to Teach About Mental Health and Emotional Wellbeing (search mental health and wellbeing)

Samaritans DEAL: [Developing Emotional Awareness and Listening](https://www.samaritans.org/how-we-can-help/schools/deal/)

**4. Enabling pupil voice to influence decisions**

A whole-school approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff: [Pupil voice : Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/)

**5. Staff development to help their own wellbeing and that of pupils**

[Supporting staff wellbeing : Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/)

[Five ways to wellbeing | Mind, the mental health charity - help for mental health problems](https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/)

[Mind: Mental Health at Work](https://www.mind.org.uk/workplace/mental-health-at-work/)

[Charlie Waller Trust, mental health charity](https://charliewaller.org/)

[MindEd Hub](https://www.minded.org.uk/) free e-learning for professionals working with children and young people

[Mental Health Resource for Schools & Colleges | Anna Freud Centre](https://www.annafreud.org/schools-and-colleges/)

**6. Identifying need and monitoring the impact of interventions**

[Mentally Healthy Schools- Risk and Protective Factors](https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors) - This section of the site helps school staff understand the many risk factors that may challenge and undermine children’s mental health. It also helps schools understand what they can do (on their own and working with partners) to help build good mental health and resilience, and reduce the risks that can harm children’s mental health

[The Early Action Together ACEs learning network](https://www.rsph.org.uk/our-work/resources/early-action-together-learning-network.html) provides helpful information for the public, professionals and Police about the Early Action Together programme and its work in relation to Adverse Childhood Experiences (ACEs). The aim is to share useful information and research about ACEs as well as best practice and resources.

[Mental Health Resource for Schools & Colleges | Anna Freud Centre](https://www.annafreud.org/schools-and-colleges/)

**7. Working with Parents and Carers**

[Young Minds Parent Helpline](https://youngminds.org.uk/)

[Charlie Waller Trust, mental health charity](https://charliewaller.org/)

MindEd for Families – free learning resources about mental health issues for families

[Heads Together Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/resources?gclid=EAIaIQobChMI05Gb6t_78AIVCbLVCh1rDAiREAAYASAAEgJuJ_D_BwE) – advice for working with parents and families

[Whole school approach to parent/carer engagement](https://www.mentallyhealthyschools.org.uk/whole-school-approach/parentcarer-engagement/)

**8. Targeted support and appropriate referral**

[Home - Kooth](https://www.kooth.com/)

[Off the Record Youth Counselling (talkofftherecord.org)](https://www.talkofftherecord.org/)

CAMHS – self referral process: [How to get in touch and refer | NELFT NHS Foundation Trust](https://www.nelft.nhs.uk/ewmhs-get-in-touch/)

[Home | Papyrus UK | Suicide Prevention Charity (papyrus-uk.org)](https://www.papyrus-uk.org/)

[Childline | Childline](https://www.childline.org.uk/?gclsrc=aw.ds&&gclid=EAIaIQobChMI68ja7eD78AIVqejtCh2_XQdyEAAYASAAEgLk4vD_BwE&gclsrc=aw.ds)

[Contact Us | Samaritans](https://www.samaritans.org/how-we-can-help/contact-samaritan/?gclid=EAIaIQobChMIv7z9-eD78AIVkLbtCh2qjws2EAAYASAAEgKFB_D_BwE)

[The Mix - Essential support for under 25s](https://www.themix.org.uk/)

[Home - UK Youth](https://www.ukyouth.org/?gclid=EAIaIQobChMI0oLeleH78AIV_4FQBh2MsQ8vEAAYAiAAEgKRtfD_BwE)

[CALM Homepage - Campaign Against Living Miserably | CALM, the campaign against living miserably, is a charity dedicated to preventing male suicide, the biggest single killer of men aged 20-45 in the UK (thecalmzone.net)](https://www.thecalmzone.net/)

**References**

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* NICE (2008) Social and emotional wellbeing in primary education [online] <https://www.nice.org.uk/guidance/ph12/resources/social-and-emotional-wellbeing-in-primary-education-pdf-1996173182149> (Accessed: May 2020)
* NICE (2009) Social and emotional wellbeing in secondary education [online] <https://www.nice.org.uk/guidance/ph20> (Accessed: May 2020)
* Ofsted (2013) Not yet good enough: personal, social, health and economic education in schools. {online]

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* Public Health England (2014) Local **action o**n health inequalities: Building children and young people’s resilience in schools [online] <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355770/Briefing2_Resilience_in_schools_health_inequalities.pdf> (Accessed: May 2020)
* DfE & DoH (2015) Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities [online] <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf> (Accessed: May 2020)