



## **Excellence in Well-Being and Mental Health Award (EWBMHA)**

**An in-depth audit that will give you the confidence that your provision has been accurately evaluated and has an action plan to take you forwards**

The World Health Organisation describes mental health as:

A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

The Excellence in Well-Being and Mental Health Award programme encourages and supports educational institutions to promote mental health and well-being as a core institutional role so that children and young people, as well as staff:

- build their resilience towards adversity and times of stress
- develop life-long habits that will help to protect them from mental ill-health
- acquire the skills and confidence to articulate their emotions and to ask for help when they need it
- thrive educationally and achieve success in their endeavours.

### **Who is it for?**

- any organisation that is responsible for children, young people, students or vulnerable adults

### **How long is it current?**

- 2 years with an option for a yearly light touch visit to upgrade from Gold to Platinum or to confirm continued excellence



## Benefits

- a visit to your place of work where all key workers and a representation of stake holders will meet with the auditor
- informative and informed discussions during the on-site visit with an expert auditor who will provide advice, make suggestions, share best practice garnered from their professional experiences
- a report is generated from the visit which highlights the best practice and identifies action points for improvement
- the body or institution is able to use the excellence in well-being and mental health Logo
- access to regular newsletters and updates
- access to our well-being and mental health experts' advice
- access to best practice in relation to supporting well-being and mental health amongst other award holders
- access at discounted rates to Incyte's comprehensive online training for staff in well-being and mental health

## What makes this award stand out from other awards?

- there is a high focus on the effective application of strategies and policies on the ground, and the impact these have
- we recognise innovative and creative practice that really makes a difference to children and young people, including those most at risk
- we put children and young people at the heart of our award by ensuring that they are educated well so that they have a strong understanding about their own social, emotional and mental health needs
- we focus on how well children and young people recognise their own emotional and well-being needs, have the language to express what they feel, are able to self-manage their needs and seek help if self-management is not enough
- we focus on the culture that leaders create to positively promote well-being and mental health across the institution, and the link between this and achievement/outcomes
- we focus on the how strategic leaders are and the extent to which there is a whole institution approach to well-being and mental health
- we do not expect institutions to collect a wide range of evidence to present to the panel prior to the audit. We work with what you already do, day in day out.



## The Awards

### The Platinum Award

To gain The Platinum Award, the organisation will need to gain Grade 1 of the 3 grades in each of the categories and demonstrate innovative practice that goes above and beyond that which is found normally. They will need to demonstrate that this work makes a positive difference to the people in their care.

### The Gold Award

To gain The Gold Award, the body or institution must meet all the most important safeguarding criteria with only a few minor aspects that need to be addressed.

#### **In order to gain either awards the school, body or institution will need to demonstrate**

- that there is a strategic, whole institution approach to well-being and mental health and that this covers everyone, not just the children and young people or service users
- leadership focuses on creating a culture and ethos which provide children and young people with a learning environment that is safe; where they feel valued, included and respected; where their learning can flourish, and where they can safely explore their identity and feel that they belong
- an identified leader for well-being and mental health (this may be a senior leader where this is part of a wider portfolio) and the impact they are having
- that there is a comprehensive training programme for staff on well-being and mental health so they understand the importance of good emotional health as well as the institution's policies and procedures
- that key leaders and managers are working together where mental health and well-being needs intersect i.e. the Designated Safeguarding Lead; pastoral leaders; the SENCo etc
- that governors/trustees have a commitment to well-being and mental health and provide effective leadership and oversight of the institution's work in this area
- evidence of prevention work and early help to support children and young people and their families
- appropriate policies and procedures in place to identify, report, support and follow-up any well-being and mental health issues; this includes a system for recording and tracking individual progress
- policies and procedures are evidence-based and draw on key publications nationally and internationally



- that the institution has developed and embedded the use of language to help children and young people, and staff, to articulate what they are feeling and explore why they may be feeling this way
- that the curriculum has been carefully developed to include teaching about well-being and mental health, this includes using assemblies to promote important messages
- that work on children and young people's personal development helps to build their resilience and confidence, and ensures that they are able to express their emotional needs
- that children and young people are taught about how physical health impacts well being and mental health, i.e. sleeping; eating; exercising, and vice versa
- a strong focus on social media and the use of the internet as a potential inhibitor of well-being and mental health
- that staff well-being and mental health needs are focused on and staff provide positive role models for well-being and mental health through the way they look after their own well-being
- that the internal provision and support available to children and young people such as mentoring, social development groups and any mental health/well-being practitioners such as Thrive practitioners or counsellors
- the range and quality of partnerships that the institution has forged over time and how these enable it to provide appropriate help to children and young people when their needs go beyond what is available internally
- the work with parents and families to support them and their children in maintaining well-being and mental health, and to sign post parents and carers to appropriate agencies/organisations if they need further help
- the SENCo and SEN team have an in-depth understanding of how well-being and mental health may present differently, and the different risks of mental health, amongst children and young people with SEND; that EHCPs reflect well-being and mental health needs so that teachers and tutors know what to do to provide effective support to individuals
- that the institution's approach to behaviour management is positive with high regard for individual dignity. The approach also ensures that issues of bullying and harassment are dealt with swiftly and decisively.
- that leaders understand inequalities in well-being and mental health based on race/ethnicity, gender, sexual orientation etc and reflect these in their equality and diversity policies and practices, and, where appropriate, in the institution's equality objectives
- children and young people's views and perceptions of how well the institution supports their well-being and mental health
- that attendance leads/officers identify where well-being and mental health needs are a key cause of absence or persistent absence and are working with families to seek appropriate support so that the child or young person can get back to school as soon as possible



## The visit and scrutiny of policies will test out

- the extent to which leaders, governors and managers are taking a **strategic, whole institution approach** so that well-being and mental health are an integral part of school's work with as much emphasis on education and prevention as well as on providing timely help and support when needed
- how effectively leaders, including governors and trustees, and managers create a safe and respectful **culture and ethos** which promotes inclusion and belonging, within which children and young people can form meaningful, enduring relationships that underpin their social and emotional development
- how well **policies** and **practices** are **evidence-based** and impact the well-being and mental health of everyone in the institution
- staff knowledge and understanding of emotional development and their **responsiveness to needs**, especially how quickly they seek **early intervention**
- **children and young people's knowledge** and **agency** in relation to their own emotional development, mental health and well-being, **and their capacity to articulate** what they feel, especially when going through difficult times
- the quality and range of **partnerships**, including with parents and carers, so that the institution is able to access the right external help quickly.

The framework is regularly updated to include changes in guidance and legislation

### Scoring

3	Needs urgent action. Not meeting requirements
2	Mostly meets requirements but still some significant recommendations
1	High standard with possibly only one or two recommendations. Evidence of innovative and creative practice that has a positive impact on the wellbeing and mental health of all stakeholders

