



Emotional Wellbeing in Schools and Colleges

AcSEED Assessor Training

Agenda

- ▶ Purpose
- ▶ Process
- ▶ Self-assessment forms
- ▶ Self-assessment reviews
- ▶ Wellbeing Criteria

Purpose of the Assessment

- ▶ To review a school self-assessment form and associated evidence to determine whether they qualify for



- ▶ The AcSEED Award == AcSEED Accreditation
- ▶ The result of an assessment review is PASS or GAP
 - PASS indicates that the school has demonstrated that it meets the mandatory AcSEED criteria.
 - There is no 'FAIL' category. A GAP indicates that the school has not yet reached the level required for accreditation, but is encouraged to continue on its journey.
 - Thought has been given to awarding different levels of accreditation, but the criteria are not currently formulated to support this.

Eligibility to Apply

- ▶ All organisations involved principally in the education of young people are eligible to apply for The AcSEED Award. This includes:
 - Early years/nursery, primary, and secondary schools
 - Academies
 - Colleges
 - Schools catering for special learning needs; PRUs
 - State and private/public schools
- ▶ In the context of AcSEED, all eligible organisations are often referred to generically as 'schools'.

Shorthand Terms

- ▶ Schools

- Schools and colleges of all types and age ranges.

- ▶ Students

- Young people in school/college; pupils.

- ▶ Parents

- Parents and carers.

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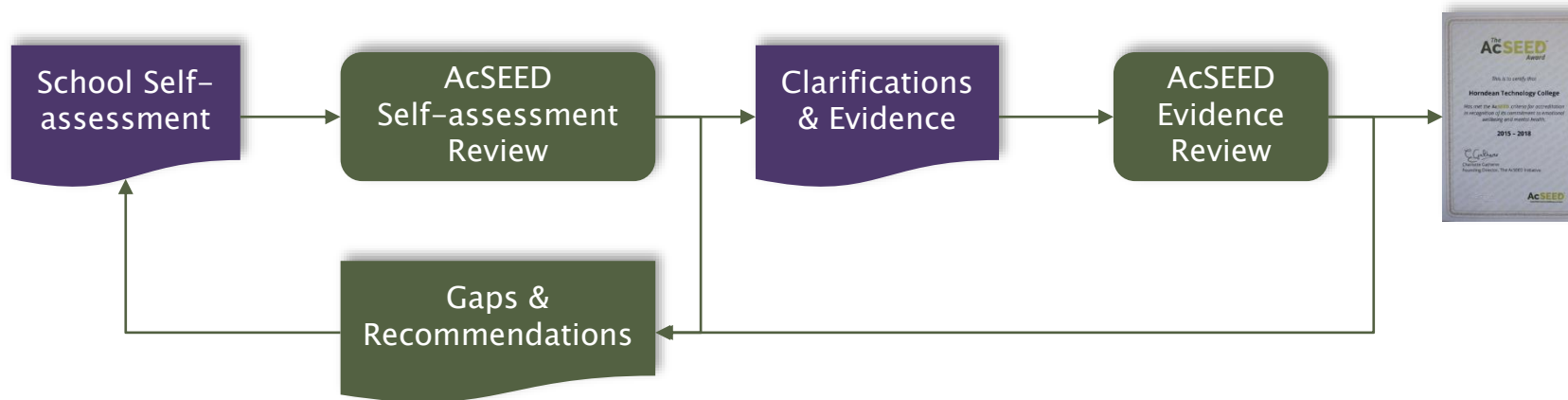
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Accreditation Process

- ▶ Mental Health & Wellbeing development in Schools and Colleges



- ▶ AcSEED Application & Assessment Process



AcSEED Self-Assessment guidance

- ▶ AcSEED provides the following (boiler plate) suggestions to schools that register for accreditation:
 - Declare AcSEED accreditation as a specific target in the School Development Plan.
 - Assess current school provisions against the AcSEED criteria.
 - Define improvement plans to fill the gaps in provision.
 - The [Advanced] criteria are considered good practice, but are not currently mandatory to achieve AcSEED accreditation.
 - [If asked ...] There is currently no cost involved for schools to apply for AcSEED accreditation.

Key Assessment Principles

- ▶ Identity of assessment reviewers is not revealed.
 - Protects reviewers by channelling communications through a defined process.
- ▶ Assessment review forms are not distributed.
 - Allows review comments to be open and honest.
 - Specific annotations from the review are fed back to school.
- ▶ The decision of AcSEED is final.
 - Though there is an appeal process defined.

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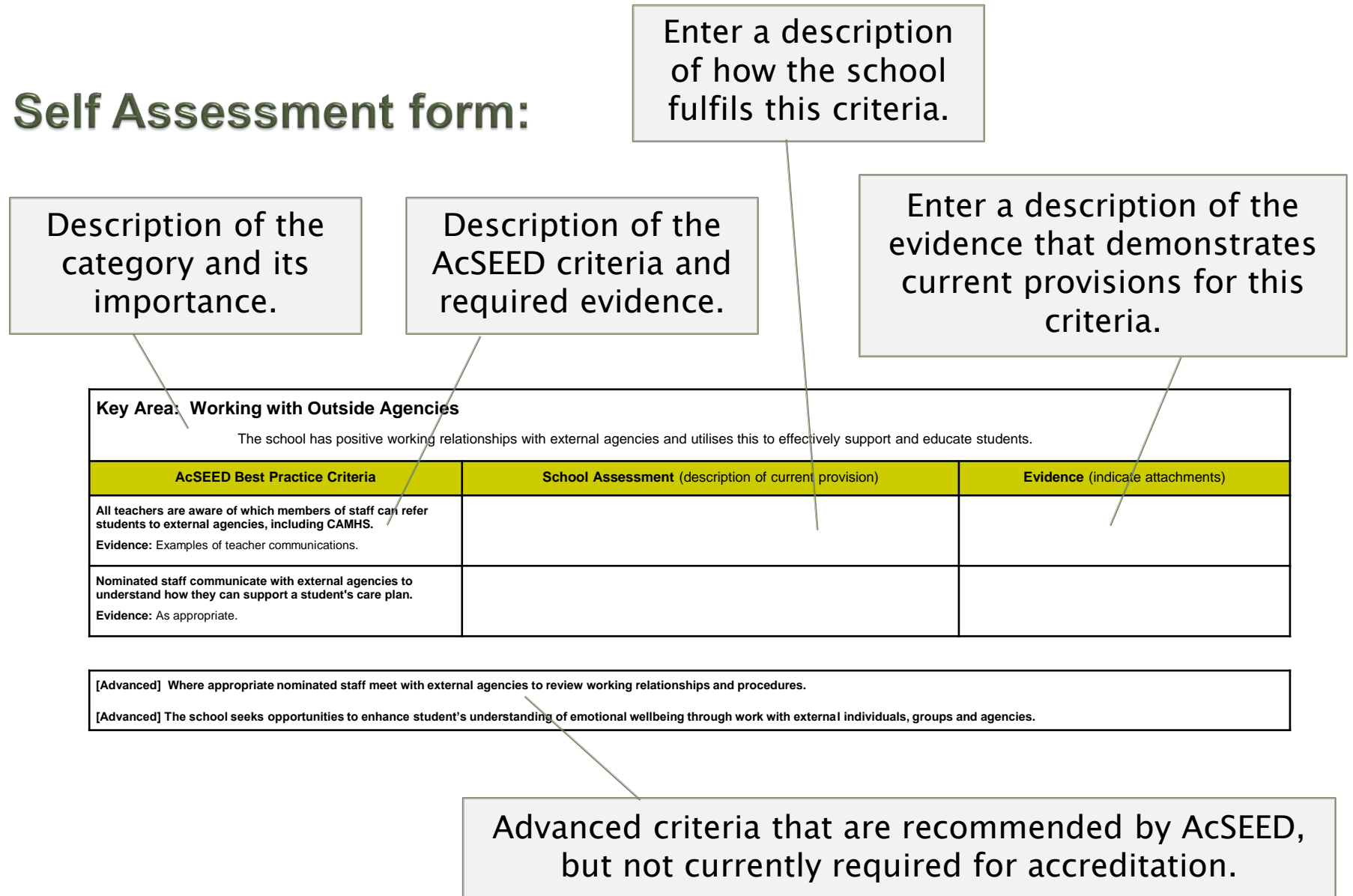
Self-Assessment Forms

- ▶ Currently 2 forms available:
 - Primary Schools
 - Secondary schools & Colleges
 - *Note: Requests have been made for an 'early years/nursery' form, but this has not yet been created.*
- ▶ Self-assessment form structure:
 - Instructions
 - School information
 - Wellbeing criteria
 - Further Information & Improvement Plans
 - AcSEED review summary

Wellbeing Criteria

- ▶ Divided into 9 categories, each having numerous criteria
- ▶ Most criteria are mandatory
 - Must be fulfilled to achieve accreditation.
- ▶ Some criteria are labelled as [Advanced]
 - Not mandatory, but recommended as good practice.
 - These do not need to be fulfilled to achieve accreditation.
- ▶ School Assessment
 - In this column the school needs to describe the wellbeing provisions they have in place that satisfy this criteria.
- ▶ Evidence
 - In this column the school needs to describe what evidence exists to corroborate the claimed wellbeing provisions.

Self Assessment form:



Key Area: Working with Outside Agencies The school has positive working relationships with external agencies and utilises this to effectively support and educate students.		
AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
All teachers are aware of which members of staff can refer students to external agencies, including CAMHS. Evidence: Examples of teacher communications.		
Nominated staff communicate with external agencies to understand how they can support a student's care plan. Evidence: As appropriate.		
[Advanced] Where appropriate nominated staff meet with external agencies to review working relationships and procedures.		
[Advanced] The school seeks opportunities to enhance student's understanding of emotional wellbeing through work with external individuals, groups and agencies.		

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Assessment Review Preparation

- ▶ Create a copy of the assessment form for the review.
 - Or add to existing copy if second reviewer.
- ▶ View the school website. This can be useful to ...
 - Determine the type of school (size, special needs, etc)
 - To review any relevant resources that are on the website (which may be highlighted in the assessment form or not).
- ▶ Fill in the AcSEED review summary page:
 - Date of assessment form submission.
 - Name of reviewer, initials, and start date of review.
 - When the review is complete ... write a short summary of the findings, key strengths/weaknesses, gaps, and next steps.
- ▶ Allow time for the review.
 - On average the initial review will take approx. 2 hours, but depends on how thoroughly the form has been completed and how well the school meets the criteria.
 - On average a second review (analysis of clarifications and evidence) will take approx. 30 minutes, but is dependent on the number of clarifications and quality of evidence.

Assessment Review Process (1)

- ▶ We are looking for ...
 - Evidence that a school understands the reasons for needing emotional wellbeing and mental health support and
 - ... is committed to providing such support.
 - For each mandatory criteria – a ‘CREDIBLE’ provision, or
 - ... a credible reason for not satisfying a criteria (eg peer mentoring not possible as all students have significant special needs).
 - Provisions are in place and deployed for ALL mandatory criteria.
 - ... or there is a clear plan and progress towards satisfying the criteria in the near future.
 - Reasons why we CAN award accreditation 😊

Assessment Review Process (2)

- ▶ We are NOT looking for ...
 - A school that is just ticking boxes.
 - Reasons why a school doesn't believe a criteria is necessary (unless for reasons that are specific and credible for their particular circumstances or environment).
 - Provisions that are not related to the criteria (they may be worth commending, but do not contribute directly to the accreditation decision).
 - Reasons to FAIL an application ☹️

Assessment Review Process (3)

▶ Review process annotations:

- The AcSEED review is performed by adding annotations into a copy of the self-assessment form.
 - <original filename> Review <nbr>.doc
- All annotations should be in **red text**.
- All annotations should be embedded into the relevant sections, and be placed after the school's entries.
- Annotations take the general form of:
 - <keyword>: <description>
- Annotation descriptions should be self-contained, ie their meaning should be comprehensible when taken out of the assessment form context:
 - 'Who provides training?'
 - 'Who provides students with peer mentor training?'

Assessment Review Process (4)

- ▶ Annotation types in 'School Assessment' column:
 - **Clarification: <description>**
Use this to capture any details which need further clarification with the school.
 - **Gap: <description>**
Use this to identify where a school's provision does not provide a credible implementation for that criteria, and why.
 - **Best practice: <description>**
Use this to identify provisions which are good practice, innovative, and/or noteworthy.
 - **<assessor initials>: <description>**
Use this to make private notes or comments in the review form. This can be useful as a reminder, and/or as a note to other reviewers.
 - **<Result>**
This should be the final entry against each criteria, and be one of:
 - **PASS** All ok
 - **CONDITIONAL PASS** Depends on response to clarification or evidence
 - **GAP** At least 1 gap identified

Assessment Review Process (5)

- ▶ Annotation types in 'Evidence' column:

- **Evidence: <description>**

Use this to capture the items of evidence to be requested from the school.

Aim for between 4 – 6 items of evidence. This sampling approach to evidence is to avoid schools needing to collate all items of evidence (there can be a lot!).

We state that the items of evidence requested are selected semi-randomly, and thus schools cannot predict what we will request.

However it is often useful to request items of evidence that can provide further insight into a particular provision, particularly if the description lacks clarity or credibility.

If there are significant areas needing clarification it may be necessary to request a greater number of items of evidence to assist the review.

There can be other reasons for requesting particular items of evidence, including curiosity about how a school has satisfied a particular criteria.

Clarifications & Evidence Review Process

- ▶ Fill in the AcSEED review page.
- ▶ For each 'Clarification' ...
 - Add the school's response immediately after the question:
 - **Response: <description>**
 - Add a comment summarising whether the response is satisfactory, eg ...
 - **<reviewer initials>: Confirms content of training course is acceptable.**
 - If appropriate, change <Result> from **CONDITIONAL PASS** to **PASS**
- ▶ For each item of 'Evidence' ...
 - Add a comment on summarising whether the evidence is satisfactory, eg ...
 - **Response: Mental Health and Wellbeing policy attached, and content is comprehensive and of good quality. PASS**
- ▶ Add recommendations for actions we want to encourage but are not essential for accreditation.
 - **Recommendation: <description>**
- ▶ Add a summary to the AcSEED review page including, if appropriate ...
 - **'Accreditation awarded'**.

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Criteria: Leadership, Management and Managing Change

Criteria	Why	What to look for
The Senior Management Team acknowledges the importance of emotional wellbeing, and has appropriate organisational structures and responsibilities defined.	SMT commitment to mental health and wellbeing, and organised to deliver.	Statement confirming their commitment. Appropriate org structure.
There is a named member of the Senior Management Team (SMT) with overall responsibility for emotional wellbeing.	Wellbeing has visibility and influence at the most senior operational level.	(At least one) named member of the SMT - should also be on the school info page.
There is a named member of staff with specific training and responsibility for co-ordinating emotional wellbeing procedures and services.	Clear and named responsibility for ensuring the school has appropriate provisions in place.	(At least one) named member of staff – should also be on the school information page.
[Advanced] Emotional wellbeing provisions are regularly reviewed and improved through the School Development Plan.	Currently listed as [Advanced], but continuous improvement is a key attribute we look for.	Use of the SDP for continuous wellbeing improvements.

Criteria: Policy and Procedure

Criteria	Why	What to look for
The school has policies and procedures in place that actively support and promote student emotional wellbeing.	To ensure that the EWMH provisions are embedded into the school's way of working, and not just temporary bolt-ons.	A dedicated Mental Health and Wellbeing policy is ideal. Schools often highlight their statutory policies such as 'Safeguarding' and 'Anti bullying' policies, but these don't generally cover EWMH needs. If in doubt we signpost to an example at: https://www.cwmt.org.uk/mental-health-policy .
All school staff and Governors are aware of the school's emotional wellbeing policies.	Ensure the policies have visibility.	Mechanism for communicating policy availability and content – eg Inset training, governors meetings, etc.
Students and parents are informed about behaviours expected from them in order to comply with school policies and procedures.	Clear expectations set.	Behaviour policy/expectations communicated to students and parents.

Criteria: Emotional Wellbeing Education

Criteria	Why	What to look for
The school has a specific learning programme and lesson plans to educate students in emotional wellbeing, and to highlight specific actions and behaviours that will help to keep them emotionally fit.	Ensure all students understand how to maintain good mental health, and aware of common mental health illnesses.	Dedicated course material covering topics such as good mental health, self confidence, resilience. Also addressing potential issues such as stress, anxiety, body image, and common mental illnesses. Could be part of PHSE classes.
All students are informed about the school's emotional support services, how to access them and who they can talk to about concerns.	If students do have issues, they know what help is available are where/how to access it.	Mechanisms to communicate available wellbeing support services, and identifying who students can talk to if they need help.

Criteria: The Environment

Criteria	Why	What to look for
The school provides information on emotional wellbeing / support services that is easily and discretely accessible to all students.	All students can access information on available wellbeing support services at any time, including external services.	Info on website. Posters around school, including helplines such as 'Childline'. Leaflets.
The school has a room that is allocated for counselling.	There is somewhere appropriate for in-school counselling. This should ideally be a discrete location to avoid stigma, but smaller schools often don't have this luxury.	Identification of a specific room available for in-school counselling. Could be a multi-use room, but needs to be available when needed.

Criteria: Participation

Criteria	Why	What to look for
The school has a pro-active participation scheme giving students and parents a voice to influence and shape emotional wellbeing services.	Ensures that the voice of students (and parents) is heard, and can influence decisions on wellbeing provisions.	Questionnaires. Wellbeing councils. Dedicated wellbeing interviews. General school councils can be too generic, and not hear the voices of those who most need it. Clarifications can be used to ask for examples where student/parent input has specifically influenced the school's wellbeing provisions.

Criteria: Emotional Wellbeing Services

Criteria	Why	What to look for
The school has a structured pastoral system with designated staff responsible for student wellbeing.	General pastoral care available to all students.	Pastoral care org structure.
The school employs (or has regular access to) a counsellor or mental health professional, and a defined referral process.	Ensure availability of early intervention counselling.	Ideally an in-school counsellor. Ideally BACP accredited, although we don't currently define required qualifications explicitly. If not in-school, then good access to external counselling services (and/or therapy services as appropriate).
The school has provisions to support students who have long term emotional / mental health needs	Mechanisms in place to support students who have longer term needs.	Awareness and ability to support care plans. Flexibility to ensure student can continue studies.
The school runs a peer mentoring scheme. Evidence:	Opportunity for students to get help from their peers.	Scheme with training and support. For younger age groups this is likely to be eg buddy schemes.

Criteria: Staff Training/ Support

Criteria	Why	What to look for
All teaching staff have a basic understanding of emotional wellbeing and recognise its relationship to learning.	Wide staff awareness and common language.	Inset day training. CPD courses. Feedback from staff attending training courses.
Teaching staff are able to recognise signs commonly associated with emotional problems, and how to support (potentially through referral) emotionally vulnerable students	Teaching staff are in the best position to notice changes in behaviour, and should know how to respond.	Part of all-staff training. All staff should be aware of initial referral process.
Staff wellbeing is promoted throughout the school. This could be through a staff wellbeing policy or group / individual support.	Wellbeing for all. Practice what we preach. Support if/when needed.	Ideally a staff wellbeing policy. Staff wellbeing initiatives. Availability of support or counselling if needed, eg after dealing with a difficult student wellbeing issue.

Criteria: Working with Parents

Criteria	Why	What to look for
The school informs parents of emotional wellbeing policies, procedures, and services.	Ensure parents are aware of the school's provisions, and can guide their children if needed.	Newsletters. Policies, provisions, and signposting on website. Information evenings.
The school encourages and values parental involvement in all aspects of student wellbeing.	Ensure parents are engaged.	Parent questionnaires. Parent information evenings and workshops.

Criteria: Working with Outside Agencies

Criteria	Why	What to look for
All teachers are aware of which members of staff can refer students to external agencies, including CAMHS.	Ensure fast and efficient referral processes.	Defined in policy or care pathway. Communication of referral responsibilities.
Nominated staff communicate with external agencies to understand how they can support a student's care plan.	Ensure students with acute and/or on-going EWMH needs are well supported.	Good working relationships and clearly defined referral and communication processes with relevant external agencies.

Questions ?