

## SECTION THREE: Tracking progress and identifying change

Ensuring that the change you are leading has an impact is critical in order to determine success. Therefore it is important to consider how best to monitor and evaluate and continue to adapt and create a positive school culture.

There are four key areas that schools can monitor which underpinned by staff capacity and taking a whole school approach can contribute to improving a school's climate and ethos:

- Pupil engagement
- Parent/carer engagement
- Developing social and emotional skills of pupils
- Improved provision of targeted help with mental health difficulties

Deciding on measurable objectives for each of these areas will help you track progress and determine how effective you are being. The following sections provide guidance on what objectives and goals you might adopt.

### Capacity building for a whole school ethos and culture

With your SLT you will be working to create your own strategy and build capacity within your school, among your staff, and with partners in other services. There are a range of dimensions that are useful to consider when looking to assess and build that capacity. The following table (see next page) sets out some indicators of development in practice across core areas of activity for a strategic approach.

The *Good practice tool* below highlights different stages of development set out as a continuum from baseline to advanced practice. Each school will vary, but evaluating your own position will help identify where investment long term will impact most effectively.

## Whole school capacity building

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KEY ELEMENTS	BASELINE PRACTICE	EFFECTIVE PRACTICE	ADVANCED PRACTICE
<b>Leadership &amp; Management</b>	Mental health problems reported and monitored through pastoral care and child protection	Review undertaken and range of EWB needs prioritised, roles on leadership allocated & outcomes agreed	School promotes positive promotion of supportive environment and monitors progress against national data. Early intervention strategy developed with staff and students & standing agenda item
<b>Policy &amp; Procedures</b>	Safeguarding policies and agreements on referrals. Pastoral service protocols embedded. Staff briefed on referrals. Occasional campaigns re bullying, etc	Pathways, monitoring and identification of at risk students complemented by reviews of EWB within broader curriculum	Processes refined to reflect all staff roles, active promotion of EWB early intervention strategy and active management of identification and outcomes
<b>EWB understanding</b>	Pastoral & support staff access to training & skill sessions.	ALL staff have access to basic mental health awareness training & student curriculums include EWB knowledge. SLT on going review at whole school level	Review of EWB practice and staff leading innovations within all aspects of school day and built into team development
<b>Environment</b>	Space available for one-to-one supports and school messages highlighted	Relationships, space and school value promotion reviewed and designed with EWB in mind	SLT investment strategy in space for support services, review climate and daily activity check
<b>Participation</b>	Specific school voice mechanisms supported & events organised	Voices and ideas of CYP embedded in practice and systems to gain feedback on EWB needs of these young people	Feedback and influence systems invested in and clear links between voice and change process
<b>Services</b>	Limited investment under distinct labels, SENCO, pastoral and use of external service such as counselling	Evidence has identified a wide range of skill building and resilience training available to enhance in-school supports	All in the community can access a range of preventative and early intervention services in addition to referral to partner agencies.
<b>Staff training and support</b>	School line management	Training and ongoing support with CPD programme and opportunities to develop non-clinical skills	Staff wellbeing prioritised by SLT with active promotion of self-management, access to support and embedded in staff appraisal
<b>Parents &amp; community</b>	Parents aware of access to staff re student concerns.	Information on the emotional needs and care within school visible and promotion of this aspect of school life	Opportunities for collaborations spotted and developed. Use of community links, involvement and skill building with parents
<b>Outside agencies</b>	Access through direct referral but few personal relationships	Pathways to range of agencies negotiated and direct relationships and In-school support made available	School involves a range of agencies and engages with mental health forums at a senior management level to shape services

## Developing targets

School leadership teams are skilled in setting outcomes and monitoring progress in line with the broader school improvement and quality plans. Below is a selection of the objectives and targets that the case study schools used to evaluate progress.

- The leadership team at all levels recognises they all have a part to play.
- School leaders have introduced and implemented measures to assess early intervention & student supports.
- Students are consulted and have a voice about the type of support they value.
- There are named champions to exploit opportunities to build on the schools' strengths and tackle related issues or concerns.
- Wellbeing initiatives are regular and frequently monitored and evaluated against agreed and known criteria.
- Evidence is drawn from a range of sources including; pupils and parents and the wider community
- There is coherent and integrated planning that facilitates a whole school long term approach ensuring that wellbeing runs as a golden thread through everything the school does.
- The school recognises that wellbeing is as important for the staff as for the pupils, and as a result appropriate professional development has been put in place to support this.
- The school actively seeks out relevant and recent research, facts and evidence to support the school's actions.
- There is a common and consistent language used across the school community.
- Professional development ensures staff have the relevant knowledge and understanding to (teach) provide planned opportunities to explicitly promote wellbeing and create a positive classroom culture.
- Staff understand and can identify signs and triggers of concerns; recognising the need for early intervention.
- There is a transparent school guide that details where and who to go to for additional support and referrals.

# What does good look like?

## Engaging your whole school community

To build relationships and action plan across the school community needs trust and a shared understanding of what you want to achieve. The following prompts may help build that understanding and suggest 'What Could Work Here' and 'What does good look like'.

### Governors

- The impact on academic performance and related performance measures from problems, emotional through to mental health issues, demands that this becomes Core Business
- School ethos through leadership is a core aspect of how schools create safety nets for staff and students
- Staff and their experience is a legitimate dimension of EW/MH as increasingly staff stress, their own wellbeing and the impact from being aware or open to student problems without support is a problem in its own right
- Leadership to promote and protect young people through their developing resilience and wellbeing skills delivers directly on the bottom line
- The policy and political world is now changing and offers a new way to influence your external environment
- Identifying new governing roles to support this area of work offers the opportunity to make a difference

### Senior Leadership Team

- Leading schools with a new whole school approach will become core to how performance is judged
- Staff wellbeing support and training to respond to mental health issues is essential for their own wellbeing, performance and longer term health
- Disconnections within school increases the resource demands. Attacking lists of topics, eg bullying, body image, issue by issue lowers impact
- Creating confidence and capacity is a longer term aim, yet small changes in the short term gain traction
- Past practice assumed this an area for experts. Current good practice demands robust early intervention strategies
- Resilience, wellbeing and character are a constellation of skills recognised as adding value in other areas of student behaviour and performance

### Staff

- Confidence in own skills when dealing with emotional issues of students should be an entitlement
- Clarity on pathways, protocols and practice support should accompany basic awareness
- Space to discuss student issues needs to be embedded in school culture
- Robust identification of students who are at risk or vulnerable requires effective monitoring & reporting systems
- Access to material of relevance, specialist services and digital supports helps confidence and impact
- Sense of own wellbeing matters and should be a priority in all schools

### Children and young people

- Able to identify school wide messages & support
- Integrated within curriculum understanding and skills on emotional development
- Awareness of the school supports and assess these to be safe and confidential
- Friendship groups used and where appropriate formal peer support systems
- Trusted adults open on role when facing difficulties
- Experience additional services as 'linked' to school & home

### Parents and carers

- Aware of the role and supports within school re children's wellbeing
- Access to information on emotional wellbeing
- School pathways when problems arise easy to understand
- Inclusion in student feedback
- Consideration of 'parent supports' alongside in school resources

### School community

- Anti-stigma programme leads to open discussions within school curriculum
- Space available for CYP to retreat to or gain support from trusted staff
- Active friendship networks and peer supports promoted
- Explicit Values and discussion on mental wellbeing should happen across the school at all stages