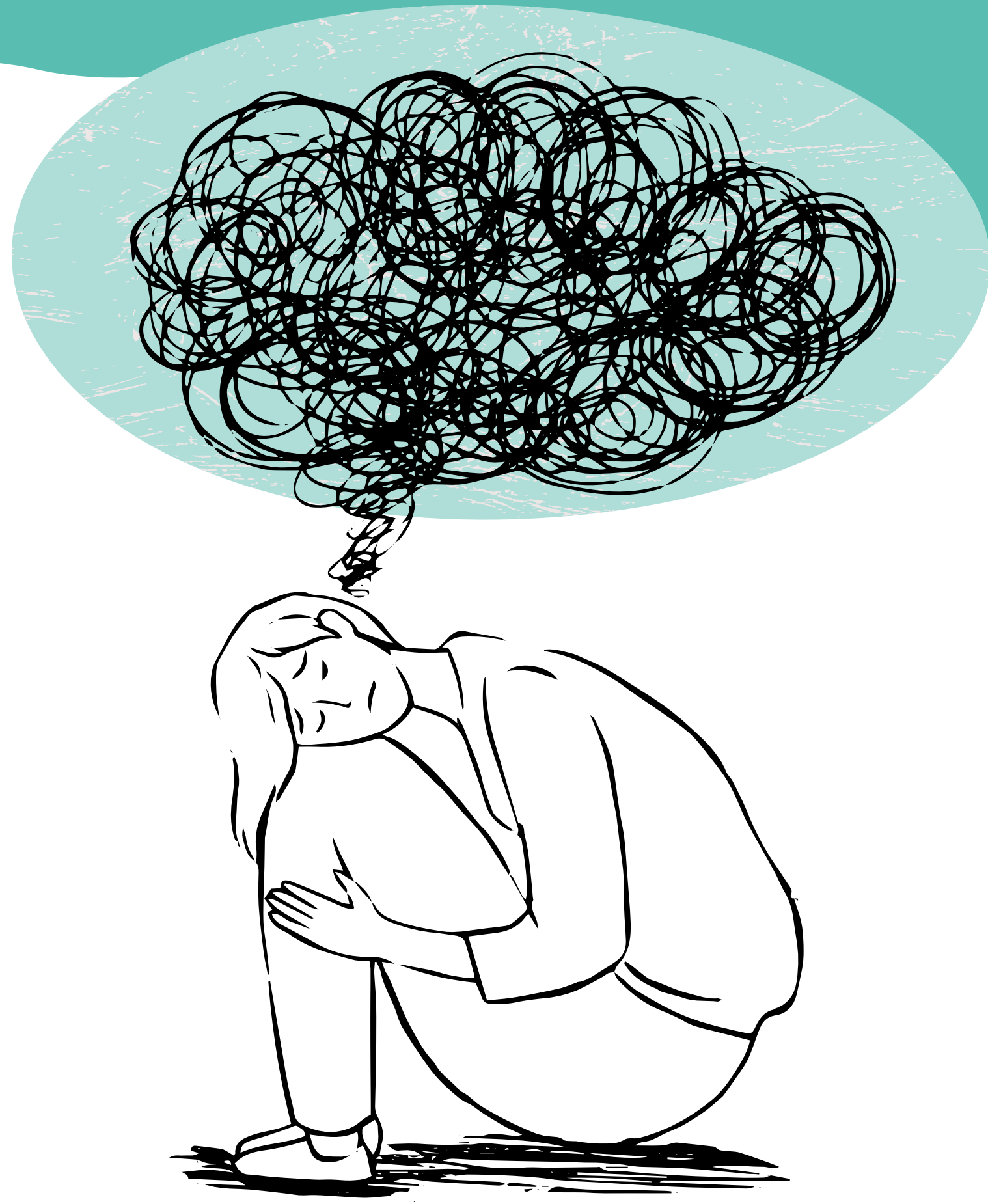




Developing and embedding a Whole School Mental Health and Wellbeing Register

Clare Parkinson - SMHL & Headteacher



What is the need?



Our audit identified that while we have strong pastoral care, we lacked a systematic approach to tracking and reviewing pupils' MHWB.

There was a lack of a consistent, whole-school system for identifying, recording, and monitoring pupils' mental health and wellbeing needs.



From Awareness to Action:

Aim: To create and embed a whole school MHWB register that enables consistent early identification, coordinated support, and regular review of pupils' emotional wellbeing.

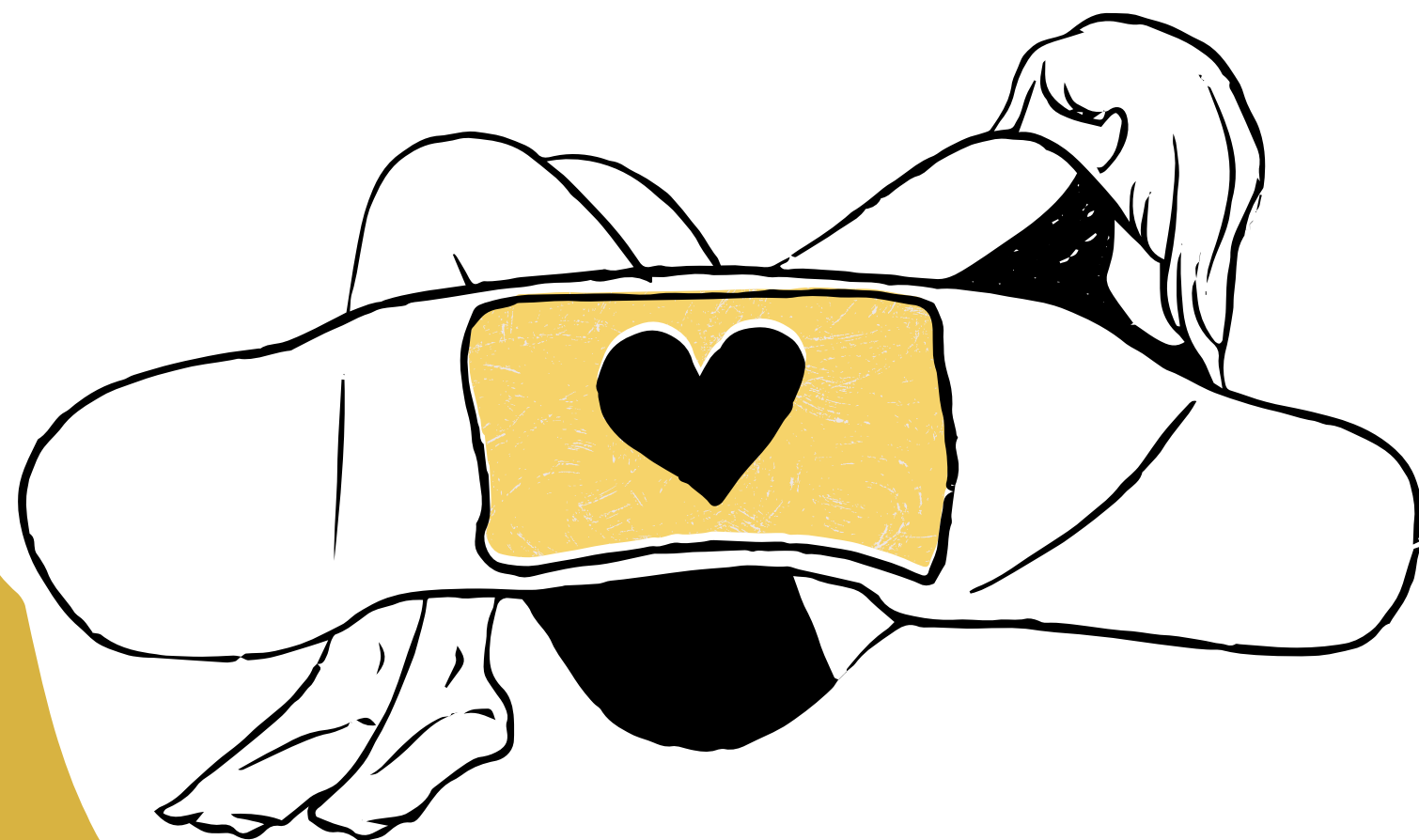
Objectives:

- Gather pupil voice and baseline data.
- Establish half-termly review meetings.
- Use RAG ratings to prioritise support.
- Strengthen coordination between staff and external agencies.

Who is the intervention for?

All pupils in the school, with a focus on early identification and ongoing review of mental health and wellbeing needs.



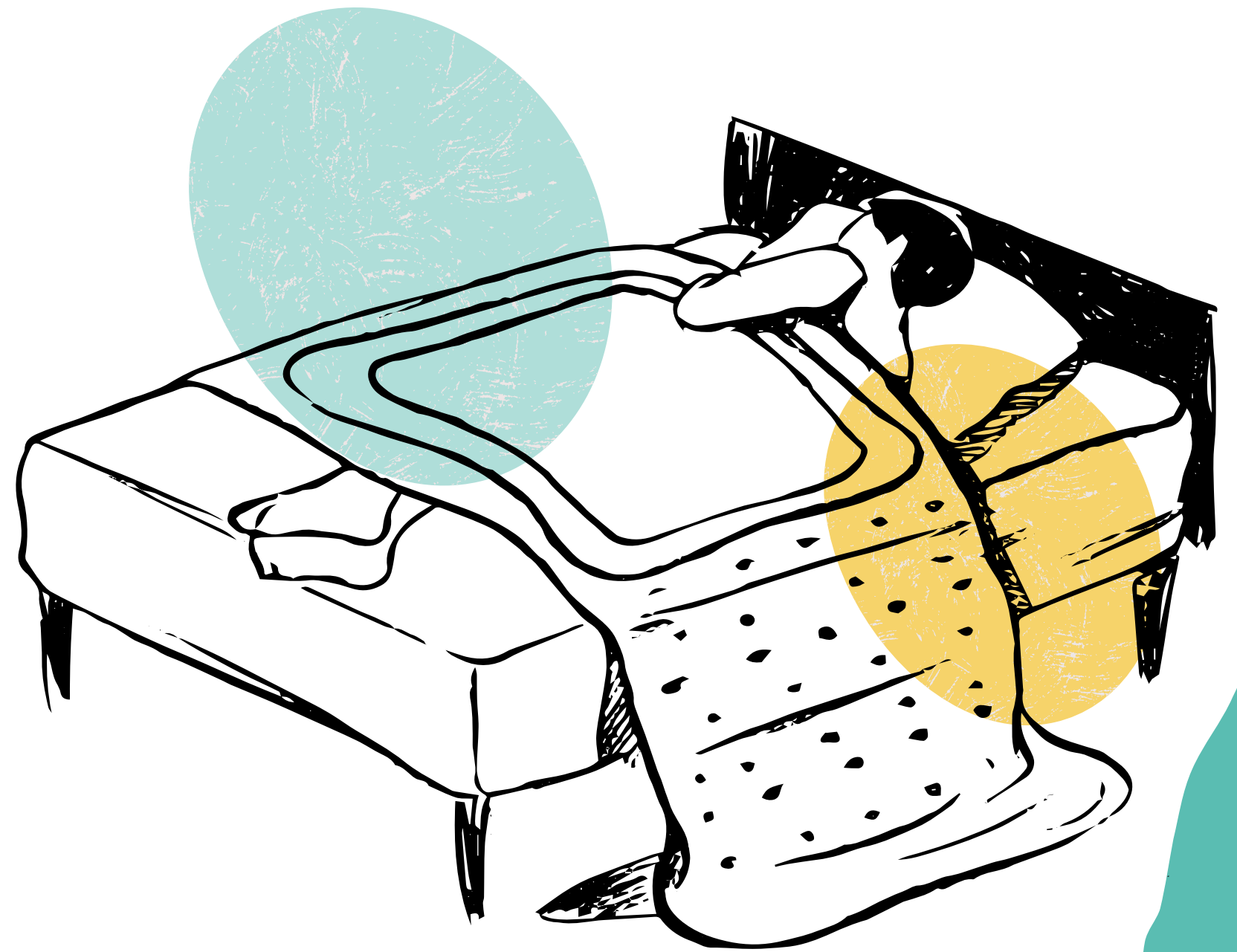


What is the intervention?

The introduction of a Whole School Mental Health and Wellbeing Register – an identification and review toolkit combining pupil voice, screening tools, and regular RAG-rated team reviews.

How and why does the intervention work?

- Provides a structured system for every pupil to be discussed and monitored.
- Ensures early identification through observations, SDQ screening, and child voice surveys.
- Facilitates coordinated response through half-termly MHWB reviews with the SENCO, SMHL, PSHE Lead, and class teachers.
- Makes support visible and accessible to staff through clear RAG status and linked interventions.



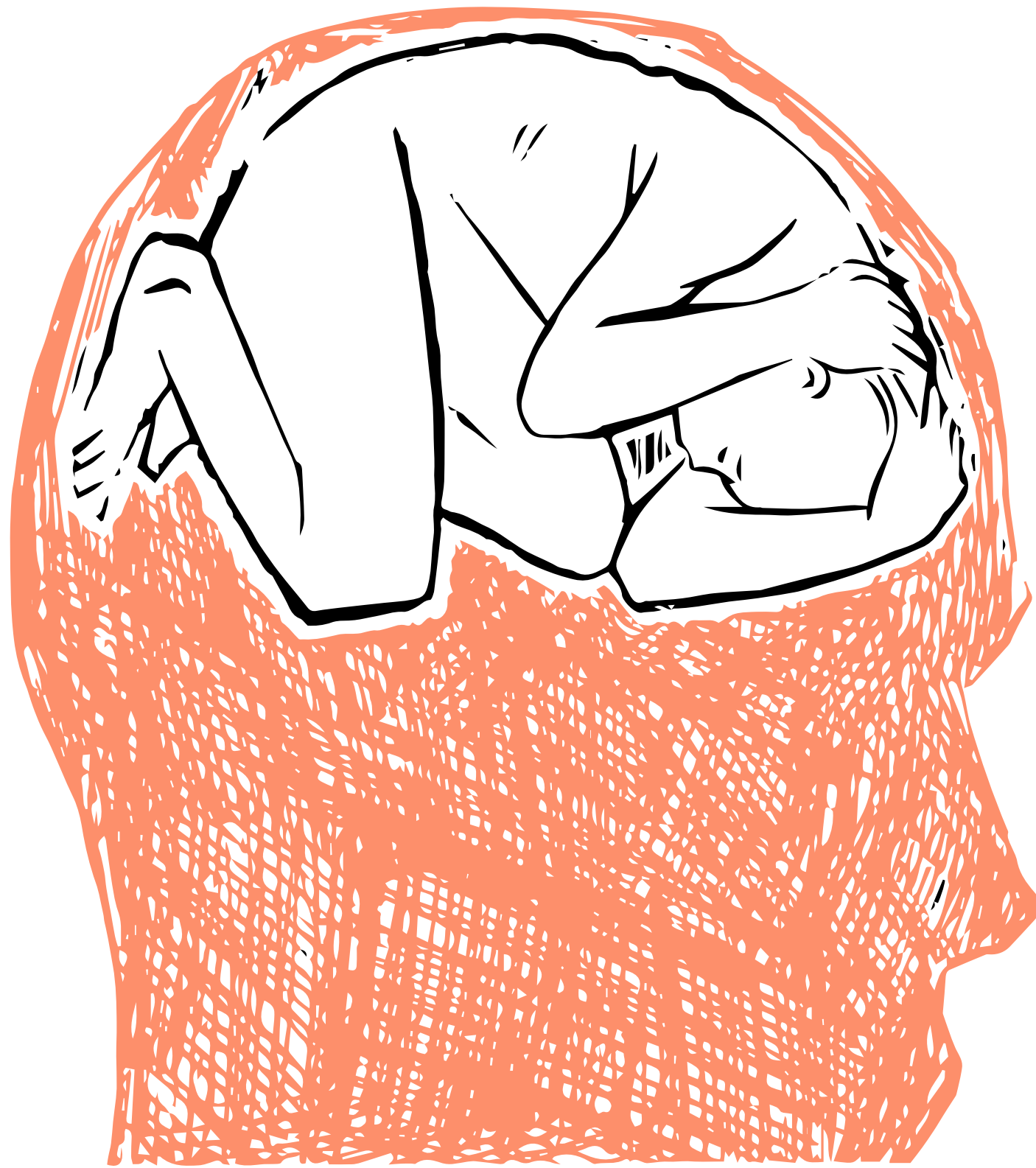
What difference will it make?



- Promotes early intervention and reduces crisis-level need.
- Builds staff confidence in identifying and responding to MHWB concerns.
- Improves consistency and communication between teaching staff, the SENCO, and the Safe & Sound Team.
- Strengthens pupils' sense of being known, supported, and understood.
- Enables data-informed decisions to support whole-school wellbeing priorities.

Tools and Initial Setup

- Child Voice Survey
- CORC Emotional Health Surveys
- SDQ Screening (for wellbeing and resilience)



How the MHWB Register Works

- Class teachers & pupils complete baseline tools.
- Half-termly meeting held (Class Teacher, SENCO, SMHL, OLMH).
- Pupils are RAG rated.
- Actions agreed and support assigned.
- Register updated and reviewed termly with wider team.

RAG Rating System Overview

Red - Urgent

- Needs immediate or external intervention (e.g., CAMHS, Kooth, grief counselling).

Amber - Monitored/Supported

- Needs targeted support within school, such as:
 - Beautiful New Beginnings (external service in school)
 - MHST support (direct or via parents)
 - Nurture Lead support or Safe & Sound soft start.

Green - Secure

- Maintaining good MHWB; monitored through daily check-ins and teacher observation.
- Universal provision via PSHE and Zones of Regulation.



Collaboration and Coordination



- Half-termly class reviews with SMHL, SENCO, and OLMH.
- Termly cross-referencing meetings with the Attendance Lead and Safeguarding Team.
- Ensures joined-up understanding of pupil needs and underlying factors.

Measuring Impact

How effectiveness will be measured:

- Reduction in red/amber cases over time.
- Staff confidence survey before/after implementation.
- Increased use of early intervention referrals.
- Pupil feedback through repeat surveys ("I feel my wellbeing is supported in school").

Expected Outcomes

- Improved early identification and intervention.
- Stronger communication between teams.
- Reduced escalation of MHWB concerns.
- Embedding of a whole-school culture of wellbeing.

