**Raising Attainment with Wellbeing**

Unlocking academic progress and lifelong achievement through emotional wellbeing and mental health

**Tools**

**Needs Analysis and Action Planning Framework**

Use this tool to plan for improvement, either within a Department, a Subject Area, a Year Team or across a whole education setting.

**STEP 1**

Complete the Needs Analysis (page 4). Not every statement may be relevant to your setting, so it is OK to leave some blank’

**STEP 2**

Use the needs analysis summary grid (page 3) to help identify key areas for improvement.

1. For each key statement, rate where you think your professional practice, your department or your education setting is at present.
2. Draw a line connecting these points
3. Then decide where on the scale you would like to be in a year’s time. Connect the dots. Where the gap is greatest is where you should put the effort, planning and monitoring.

**STEP 3**

Complete the first part of the Planning for Change tool

Revisit, evaluate impact and develop implementation every four months.

**Action Planning Framework-**

**What do the numbers mean?**

**0** Inappropriate/inapplicable to our setting

*(please miss this out when joining the dots)*

**1** We do not do this/haven’t done this yet

2

**3** Some evidence that this happens (no evidence of impact)

4

**5** Evidence of effective practice

(but not consistent or widespread)

6

**7** **Widespread effective practice with evidence of**

**better outcomes for children and young people**

8

**9** Case studies of outstanding practice to share

10

**Identified Priority Areas**

**RAISING ATTAINMENT WITH WELLBEING** NEEDS ANALYSIS SUMMARY SHEET

**0** Inappropriate/inapplicable to our setting *(please miss this out when joining the dots)* **1** We do not do this/haven’t done this yet **3** Some evidence of practice (very patchy/no evidence of impact) **5** Evidence of effective practice (not consistent or widespread) **7** **Widespread effective practice with evidence of better outcomes for children and young people** **as a consequence of school improvement measures** **8-10** Case studies of outstanding practice to share

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key Statement | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 Staff and governance are clear about what they can do to support emotional wellbeing and mental health throughout the school community, as well as role and referral systems of specialist providers and local services. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 2 The whole learning community (including children and families) are aware of the importance of developing core strength (thinking skills, character, resilience, self-esteem, etc.) | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 3 All teaching and support staff are aware that “bad behaviour” is a form of communication that needs to be understood and investigated (understand the “Communication Iceberg” | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 4a Staff are “attachment-aware” and implement strategies to address low-level attachment issues | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 4b Staff are trauma- and neglect-aware, and refer any suspected cases through appropriate and agreed systems and processes. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 5 The education setting has clear values in terms of mutual understanding, tolerance and respect, which are explicit through prospectus, displays, behaviours, reward systems, measured and monitored through Governors’ Reports, etc. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 6 There are setting-wide strategies and practice that celebrate diversity and difference, through embedded curriculum examples, behaviours, explicit lessons, informal and non-formal learning opportunities, assemblies, visiting speakers, etc. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 7 Teachers and support staff have developed high quality “wave 1” teaching and learning strategies to improve the “universal offer” to all young people, and work closely together to implement effective planned intervention strategies when required. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 8 The setting has in place comprehensive and visible anti-bullying strategies and practice that have involved the whole learning in terms of planning and implementation, with regular monitoring and evaluation by leadership, governance and school Council (or equivalent student body) | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 9 Every teacher (including NQTs) are supported and trained in positive behaviour management techniques. Plans are in place to collectively address any difficulties that emerge. There is cross-team ownership of behaviour management. Behaviour “under self-control” is evident. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 10 There are explicit or embedded curriculum opportunities (planned lesson content, suspended timetable workshops, etc.) to deliver PSHE, SEAL, self-regulation, therapeutic interventions. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |

# **Raising Attainment with Wellbeing Needs Analysis**

| **Key Statement** | **Strategically addressed - clear evidence of impact****RATING 7-10** | **Is being addressed in improvement planning****RATING 4-6** | **Has not been addressed yet****RATING 0-3** | **Evidence… How Do You Know?** |
| --- | --- | --- | --- | --- |
| **1** Staff and governance are clear about what they **can do** to support emotional wellbeing and mental health throughout the school community, as well as role and referral systems of specialist providers and local services.The way forward*Senior Leaders and Governors***Chapter 1.1: An introduction to "Raising Attainment with Wellbeing": For School Leaders****Chapter 1.3: Looking after your staff***All Staff***Chapter 2.1: Emotional Wellbeing Big Picture** Exploring the intimate link between academic progress and emotional wellbeing; the importance of whole school approaches*And onwards from there* |  |  |  | * The emotional well-being and mental health of children is a high priority for Governors, featured in improvement planning and professional development/training and considered regularly
* Targeted provision for children and young people with emotional wellbeing and mental health needs is regularly evaluated and reported on
* The setting has regular communication with established contacts at CAMHS concerning any individual children with mental health needs
* The setting has clear plans and pathways for each child referred to an external agency (responsibility shared not passed on)
* The setting consults staff on *their* well-being, enables and facilitates access to specific wellbeing activities, encourages peer support and promotes access to counselling and other professional support services
 |
| **2** The whole learning community (including children and families) are aware of the importance of developing **core strength** (thinking skills, character, resilience, self-esteem, etc.)The way forward**Chapter 2.2: Core Strength – An introduction****Chapter 2.3: Core Strength – Confidence, resilience and growth mindset****Chapter 2.4: Core Strength- The metacognitive classroom****Chapter 3.4: Poverty, “hidden” disability and other disabling factors**Developing practice further**Chapter 5.3:** Engaging families in strengthening resilience |  |  |  | * Parents and carers aware of the importance of core strength development as a set of critical skills for learning, for work and for life
* Parents and carers understand the impact of their own behaviours and attitudes on their children
* The cognitive growth of children and young people is understood by staff, parents and carers
* Strategies for the development of the metacognition of of children and young people are known and used by staff and are shared with parents and carers
* Children’s self-esteem, self-efficacy and capability to have and make choices is developed
* Resilience is developed through programmes such as Growth Mindset
* Specific support programmes are developed for children and young people with special education needs, or who are cognitively disadvantaged through social deprivation or neglect
 |
| **3** All teaching and support staff are aware that all behaviour is a form of communication that needs to be understood and investigated (understand the “**Communication Iceberg**”)The way forward**3 Making Sense of Behaviour**What's behind poor behaviour? We explore reasons, not excuses**Chapter 3.1: Exploring PDB (Persistent Disruptive Behaviour)**There are sometimes complex and profound reasons for poor behaviour: understanding why is a first step towards dealing with it! |  |  |  | * All staff are aware of what could be “under-the-surface” when children exhibit disruptive behaviour
* All staff are aware of the pathway from undiagnosed SEN (Special Education Needs) to PEX (Permanent Exclusion) to Youth Justice Pathways
* Staff have developed an awareness and understanding of **complex needs** (when SEND collides with health issues and structural (social) disadvantage
* All staff are aware of the “Amygdala Hijack” and the impact this has on emotional self-regulation
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| **4a** Staff are “**attachment-aware**” and implement strategies to address low-level attachment issuesThe way forward**Chapter 3.2: Why attachment matters**Strategies, tips and guidance to help you become an "Attachment aware" education setting. |  |  |  | * The school has adopted an informed and tiered approach to supporting children and young people whose emotional wellbeing and mental health is a cause for concern, or whose additional and complex needs are not being met)
1. Staff trained to spot behaviours that may suggest specific social and emotional wellbeing issues, as well understanding a wide range of disabling factors that may go unnoticed (developing a basic understanding of the range and type of SEND they may encounter in the classroom)
2. Staff develop interactions with children to overcome attachment issues
3. Additional support from within staffing body (pastoral, counselling, nursing) is available for children with social and emotional needs
4. Support from external agencies is actively managed through building relationships and networks with local providers (statutory and third sector)
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| **4b** Staff are **trauma- and neglect-aware**, and refer any suspected cases through appropriate and agreed systems and processes.The way forward**Chapter 3.3: Impact of trauma and neglect**Why holding ACEs in your hand (Adverse Childhood Experiences) can have a profoundly negative impact on your life course.**Chapter 3.4: Poverty, ‘hidden’ disability and other disabling factors**Building trauma awareness through considering a wide range of factors that impact on learning and behaviour |  |  |  |
| **5** The education setting has clear values in terms of **mutual understanding, tolerance and respect**, which are explicit through prospectus, displays, observed behaviours (staff as well as children), reward systems, measured and monitored through Governors’ Reports, etc.The way forward**4 Changing Culture and Climate****Chapter 4.1: Chapter 4.1: The climate and culture of the school community** Creating a positive culture and ethos around emotional wellbeing in your education setting: deepening an awareness of inclusive practice- small steps - big impact**Chapter 5.5: Building emotional self-regulation through Emotion Coaching** An outstanding high impact approach to building self-regulation skills in learners – supporting the wellbeing of staff as well as children! |  |  |  | Clear policy documentation and visibility in terms of:* Emotional wellbeing and mental health “is everyone’s business” in the setting
* Social and emotional skills embedded in curriculum
* Lead members of staff with explicit responsibilities for emotional wellbeing and mental health
* Staff, families and children consulted about the setting’s emotional wellbeing and mental health strategy
* Opportunities for children and young people to support each other are explored (e.g. peer mentoring)
 |
| **6** There are setting-wide strategies and practice that **celebrate diversity and difference**, through embedded curriculum examples, behaviours, explicit lessons, informal and non-formal learning opportunities, assemblies, visiting speakers, etc.The way forward**4 Changing Culture and Climate****Chapter 4.1: The climate and culture of the school community** Celebrating diversity |  |  |  | * Clear procedures and policy around tacking stigma and promoting tolerance, fairness and respect and active inclusion
* There is a vibrant and prominent celebration of diversity in all aspects of the setting’s life, which is embraced by the whole school community
* Opportunities for children and young people to support each other are explored (e.g. peer mentoring, circle of friends, etc.)
* All relevant policies and practices for the inclusion of newly arrived EAL and/or migrant children and young people (and other mid-year/mid-phase arrivals from minority groups or who have known protected characteristics) have been reviewed and revised (including induction, use of personal IT in classes for translation purposes, engagement with families…etc.)
* Opportunities for EAL and/or migrant children to develop social emotional skills for managing transition to a new educational setting and maintaining resilience and wellbeing
 |
| **7** Teachers and support staff have developed **high quality “wave 1” teaching and learning strategies** to improve the “universal offer” to all young people, and work closely together to implement **effective planned intervention strategies** (Wave 2) when required.The way forward**3 Making Sense of Behaviour****Chapter 3.4: Poverty, ‘hidden’ disability and other disabling factors**Building trauma awareness through considering a wide range of factors that impact on learning and behaviour**4 Changing Culture and Climate****Chapter 4.1: The climate and culture of the school community** Wave 1 Teaching adjustments to meet additional needs |  |  |  | * Governors, teachers and support staff have developed a shared understanding of inclusion and inclusive practice, which is clearly manifest in the setting’s day-to-day life, interactions and provision
* Governors, teachers and support staff fully understand the ambition and intent of the 2014 SEND Reforms, in terms of child-centred and outcomes-driven provision
* Teachers and support staff develop strategies and approaches that enable children and young people on SEN Support plans to participate in mainstream classes
* Senior Leaders, teachers and support staff work closely to meet the needs of children and young people where more intensive “Wave 2” support is required, or an EHCP Plan describes the meeting of more complex needs (“Wave 3”)
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| **8** The setting has in place comprehensive and visible **anti-bullying strategies** and practice that have involved the whole learning in terms of planning and implementation, with regular monitoring and evaluation by leadership, governance and school Council (or equivalent student body)The way forward**4 Changing Culture and Climate****Chapter 4.1: The climate and culture of the school community** Challenging bullying behaviours and supporting the most vulnerableDeveloping practice further**Chapter 5.4:** Maintaining On-Line Wellbeing |  |  |  | * All stakeholders (Governors, staff, families, children) consulted in the formulation of anti-bullying policy and practice
* All staff are skilled in responding to observed or reported incidents of bullying behaviour
* All families understand the school community’s definition of bullying, know how to report incidents of bullying behaviour and know how the school will respond
* Pupil and student community understand the impact of online activity on their capacity to regulate their emotions and behaviour
* Pupil and student community empowered to actively discourage bullying behaviours wherever they are observed (beyond the school gates; in cyberspace) and/or report it
* Children and young people have awareness of and can access self-referred support systems (e.g. Childline) as well as support provision in the school settings
* Opportunities for children and young people to support each other are explored (e.g. anti-bullying buddies, “squabble busters”, “friendship patrols”, circle of friends, etc.)
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| **9** Every teacher (including NQTs and non-teaching staff – including lunchtime supervisors!) are supported and trained in **positive behaviour management techniques**. Plans are in place to collectively address any difficulties that emerge. There is cross-team ownership of behaviour management. Behaviour “under self-control” is evident.The way forward**3 Making Sense of Behaviour**Important as this section sets the backdrop for…**4 Changing Culture and Climate****Chapter 4.2: The climate and culture of the classroom** A wealth of tips and strategies to improve behaviour and support learning in your classroom.See also**5 Accelerating Development****Chapter 5.5: Building emotional self-regulation through Emotion Coaching** An outstanding high impact approach to building self-regulation skills in learners – supporting the wellbeing of staff as well as children! |  |  |  | * Behaviour management policy that is understood by all children and young people and families
* Expectations highly visible around the school
* The setting promotes and nurtures an environment with clear boundaries, self-discipline at the heart and is aspirational in terms of self-regulation, independence, tolerance and respect
* Incidents of persistent disruptive behaviour or serious unsafe behaviour (and therefore Fixed Term Exclusions and Permanent Exclusions) are reduced
 |
| **10** There are explicit or embedded curriculum opportunities (planned lesson content, suspended timetable workshops, etc.) to deliver **PSHE, Social and Emotional Learning (SEL), self-regulation awareness and understanding** and staff begin to develop advanced techniques in **developing resilience metacognition** and **therapeutic interventions.**The way forward**Chapter 4.1: The climate and culture of the school community** SEAL (Social and Emotional Learning) and PSHE Association Resource Banks**Chapter 5.1:** Accelerating cognitive development with Structural Learning**Chapter 5.2:** Harnessing the power and potential of Assistive Technologies in mainstream classrooms**Chapter 5.5:** Building emotional self-regulation through Emotion Coaching  |  |  |  | * Social and emotional skills development is embedded in a PSHE Curriculum (and children and young people are encouraged to apply these skills in formal and informal contexts)
* Vulnerable children and young people are given additional support to develop friendship skills, assertiveness and social resilience
* Communication systems and joint-working are used to ensure that these prosocial skills are being applied in the classroom and in social areas, such as the playground and other unsupervised space
* Consultations/surveys with children and young people show that their wellbeing and learning resilience have been strengthened by their learning in this area
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# **Unlocking academic achievement through emotional wellbeing and mental health: Planning for Change**

**Changing attitudes, behaviours and practice is not easy**. This framework is designed to build on the needs analysis, and help you embed the changes required to impact on better outcomes for young people in the youth justice system, in your care. It follows the G.R.O.W. model for Coaching and improvement.

## **1. Context and Identified Priorities**

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| --- |
| **GOALS: What are the chosen key areas to develop? What are the outcomes you want to secure** (see next section on Success Measures) **?*****REALITY CHECK: What are your strengths?*** (in terms of securing positive outcomes through emotional wellbeing and mental health) |
| ***What are the barriers or blockers to making improvements?*****OPTIONS: Explore possibilities and creative solutions. What different routes can you take on your improvement journey? Which routes are worth considering?****WAY FORWARD: What will be your improvement milestones? Can you anticipate blocks and barriers, and how to get around them? Who else do you need to enroll and engage with to make change happen?** |

## **2. Community Engagement and Success Measures**

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| --- |
| How will you engage with **staff within your immediate team?**What materials/resources/training/briefing materials might you need? |
| How will you engage with **staff in other teams**? What materials/resources/training/briefing materials might you need? Topics of focussed meetings/workshops? |
| How will you involve your **strategic leaders, governance, parents and carers etc.**? What materials/resources/training/briefing materials might you need? |

|  |
| --- |
| **What existing data will reflect success? What might be your targets/KPIs** (Key Performance Indicators**)?****What extra evidence might you need, and how will you collect it** (Evidence from questionnaires, child or young person’s voice and their families, data, group or individual success stories, peer-to-peer review with colleagues from another setting, etc.)**?**  |

## **Planning**

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| --- |
| Months 1 -4 |
| Action/Activity | By whom? | By when? | Achieved? |
|  |  |  |  |
| Evaluation *How successful have actions been? How do you know (e.g. evidence)? Do subsequent plans/priorities need to change?*   |

|  |
| --- |
| Months 5 - 8 |
| Action/Activity | By whom? | By when? | Achieved? |
|  |  |  |  |
| Evaluation *How successful have actions been? How do you know (e.g. evidence)? Do subsequent plans/priorities need to change?*   |

|  |
| --- |
| Months 9 - 12 |
| Action/Activity | By whom? | By when? | Achieved? |
|  |  |  |  |
| Evaluation *How successful have actions been? How do you know (e.g. evidence)? Do subsequent plans/priorities need to change?*   |

## **Final Review and Evaluation**

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| --- |
| **How successful were your interventions? What data/evidence supports your assertions?** (Evidence from questionnaires, child or young person’s voice, data, group or individual success stories, etc.) |
| **What further action/activity are you considering?**  |
| **Are there any resources/approaches that you feel need further development/investment either locally or nationally?** |