**Self-Assessment for the Whole Education Setting Approach to EHMW Name of Setting:**

**Standard 1: Management, Leadership and Governance**

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| **1.1** | The school or college provide visible senior leadership for Emotional Health and Wellbeing (EHMW) and can demonstrate an active involvement in ensuring the EHMW of the whole school community is recognized and supported. This includes the promotion of [**i-Thrive**](https://www.annafreud.org/media/9242/thrive-framework-for-system-change-2019.pdf) for both staff and children/young people (CYP). | Choose an item. | *Evidence* |
| 1.1.a | Has your setting worked/are you working towards any mental health awards? This may include the Optimus Wellbeing Award for Schools, Carnegie Centre of Excellence for Mental Health Award or the Healthy Minds Kitemark amongst others.  | Choose an item. | *Please give details, including whether you have received or are working towards an award, any grading and the length of time valid.* |
| **1.2** | Senior leadership ensure efforts to promote emotional health and mental wellbeing are accepted and embedded within the school or college. This is evidenced by an EHMW steering group which meets regularly and includes representation from across the staff and pupil bodies, alongside a governor/trustee and SLT. It may also include parents/carers. | Choose an item. | *Evidence* |
| 1.2.a | Does your steering group involve representation from all stakeholders? |  | Teachers [ ]  Pupils [ ]  Teaching Assistants [ ]  Parents/Carers [ ] Support Staff [ ]  Governors [ ]  |
| 1.2.b | Who is the steering group made up of? *Please include name/role of all staff and governors* |  |  |
| **1.3** | There is a named Senior EHMW Lead in every education setting who must be a member of the senior leadership team. Their role is to promote EHMW and leads a team of staff to disseminate and implement a prevention philosophy around EHMW to the whole school/college community. This role has time allocated to it. *(Information about other staff who support with this role will be collected later)* | Choose an item. | *Evidence* |
| 1.3.a | What is the name, role and email address of the senior lead for EHMW within your setting? |  |  |
| 1.3.b | Is this person's role promoted and well-known within the school community? ie: visual messaging, on setting website etc. All members of the school community should be able to identify this person  | Choose an item. |  |
| 1.3.c | Does this person (or someone deputising for them) regularly attend the network meetings for EHMW?  | Choose an item. |  |
| **1.4** | EHMW is a recognised priority in the education setting development plan. There is an understanding of the impact of EHMW on wider outcomes which is shared with all staff. | Choose an item. | *Evidence* |
| 1.4.a | Is EHMW on the setting/college improvement plan?  | Choose an item. |  |
| 1.4.b | How do you intend to measure the impact of your EHMW action plan? (This will be further discussed in meetings with the advisor(s) for your setting) |  |  |
| **1.5** | There are clear lines of accountability to Governors/Trustees around EHMW and Governors understand their role in challenging and championing emotional health and mental wellbeing issues, and support this agenda, including when considering related issues such as attendance and exclusions. | Choose an item. | *Evidence* |
| 1.5.a | What is the name of the governor assigned to EHMW for your setting? (Email address could also be shared with governor's consent) |  |  |
| 1.5.b | Has the EHMW governor attended any mental health training?  | Choose an item. |  |
| 1.5.c | Do you feel your governing body would benefit from training (or further training) around emotional health and wellbeing?  | Choose an item. |  |
| **1.6** | Stand-alone emotional health and mental wellbeing policy/policies for all CYP and staff have been developed using a whole school/college approach. These should reflect local and national guidance such as the principles of [**i-Thrive**](https://www.annafreud.org/media/9242/thrive-framework-for-system-change-2019.pdf), as well as include how positive EHMW is promoted within the school/college, how it is taught, and guidance for staff when dealing with mental health concerns. | Choose an item. | *Evidence* |
| 1.6.a | Is this policy/these policies available for all staff/parents/pupils to view on your website?  | Choose an item. |  |
| **1.7** | EHMW is seen to influence all policies and practices throughout the school (including behavior management, inclusion/exclusion, staff absence etc.) and policies are integrated into the settings’ everyday practice and procedures. | Choose an item. | *Evidence* |
| **1.8** | CYP, staff and parents are involved in developing policies (such as: EHMW; personal, social, health and economic education (PSHE); social, moral, spiritual and cultural education (SMSC); behaviour & rewards and staff wellbeing). Policies remain ‘live’ documents that are regularly reviewed and are responsive to the evolving needs of the school/college community | Choose an item. | *Evidence* |
| **1.9** | The setting has plans in place for critical incidents which may impact on EHMW (these may include but are not limited to: suicide, significant community events, self-harm). These plans are shared widely with all staff so a planned and responsive approach can be taken | Choose an item. | *Evidence* |
| **1.10** | The Quality Assurance Framework for commissioning EHMW services has been implemented to ensure school /college commissioned external support services are: * Safe and effective
* Employ qualified practitioners
* Value for money and minimise risk to the school/college

*(please note that use of the QAF is encouraged for services commissioned without direct cost to the school ie: the Oldham Brokerage Service or from CCG funding)* | Choose an item. | *Evidence* |

**Standard 2: Setting’s Ethos & Environment**

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| **2.1** | There is a clear and shared vision across the school/college community of the importance of promoting positive EHMW for all members of the school community | Choose an item. | *Evidence* |
| **2.2** | The school/college will consider the impact of the physical school environment within an EHMW ethos, as these may impact on staff and CYP’s EHMW. This may include consideration of space for time out, visual imagery/messaging around school/college, mental health first aid stations etc.  | Choose an item. | *Evidence* |
| **2.3** | All staff should develop an environment that promotes EHMW and which enables all children and young people to learn.  | Choose an item. | *Evidence* |
| **2.4** | The school or college’s culture promotes respect, values diversity and recognises the need to consider the impact of EHMW for all CYP and staff; in particular those with protected characteristics (such as LGBTQ+, BAME, SEND).  | Choose an item. | *Evidence* |
| **2.5** | There is a safe environment which nurtures and encourages young people’s sense of self-worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours and embeds [**Shared Decision Making**](https://www.annafreud.org/on-my-mind/shared-decision-making/)for CYP when there are EHMW concerns.  | Choose an item. | *Evidence* |
| **2.6** | There is a culture of inclusiveness and communication that ensures all staff and young people’s concerns are addressed (including the concerns of those who may be at particular risk of poor mental health).  | Choose an item. | *Evidence* |
| **2.7** | There is dedicated sign posting information (for staff and CYP), library resources and targeted mental health campaigns (including tackling stigma and discrimination).There may also be a focus on resources which are in response to the ongoing impact of Covid-19. These may include managing change/transition, bereavement/loss and anxieties about attended schools after a period of closure.  | Choose an item. | *Evidence* |
| 2.7.b | Which charity days/campaigns do you get involved in? *(The Mental Wellbeing Team can provide more information on these if needed)* |  | World Mental Health Day [ ]  World Kindness Day [ ] Time to Talk Day [ ]  Suicide Prevention Day [ ] Anti-Bullying Week [ ]  Grief Awareness Week [ ] Stress Awareness Week [ ] Children’s Mental Health Week [ ] Other (please specify) [ ]  |
| **2.8** | There are opportunities for all CYP to be physically active throughout the school day to increase a sense of wellbeing. This will take place in addition to the planned PE lessons. There are also opportunities available to CYP to engage in activities to enable them to self-regulate such as mindfulness or short ‘brain breaks’. | Choose an item. | *Evidence* |
| 2.8.a | As per the [**Graduated Response to EHMW**](https://www.oldham.gov.uk/downloads/file/4899/the_whole_school_approach_to_ehmw_graduated_response), what sits in your universal offer to allow all young people to engage in physical activity or wellbeing activities throughout the school day |  |  |

**Standard 3: Curriculum, Teaching & Learning**

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| **3.1** | Personal, social and health education (PSHE), relationships and sex education (RSE) and health education are embedded across the curriculum and culture of the organisation. The school/college’s approach seeks to build emotional skills as well as knowledge.  | Choose an item. | *Evidence* |
| 3.1.a | Are all pupils taught stand-alone PSHE?  |  | Choose an item. |
| 3.1.b | How is this delivered? (ie. Sessions/hours per week) |  |  |
| 3.1.c | Please give the name and email address of your lead for PSHE Curriculum (if you have a separate lead for Skills for Life or Bounce Forward please also give this) |  |  |
| 3.1.d | Are you fully prepared and ready to deliver a curriculum which fulfils statutory guidance for RSE and Health Education from September 2021?  |  | Choose an item. |
| **3.2** | Focus is given within the curriculum to social and emotional learning and promoting personal resilience, and the impact of this learning is evaluated appropriately.  | Choose an item. | *Evidence* |
| 3.2.a | **Secondary, Specialist Settings and Post-16 ONLY** Do you teach Bounce Forward Resilience skills?  |  | Choose an item. |
| 3.2.b | If yes is this delivered…Universally? Choose an item.To which year group(s)? Year 7 [ ]  Year 8 [ ]  Year 9 [ ]  Year 10 [ ]  Year 11 [ ]  Post 16 [ ]  |  | Or to Selected Groups? Choose an item.*If used with selected groups, how is this delivered?* |
| 3.2.c | **Primary/Specialist Settings ONLY** Do you teach the Skills for Life Curriculum? (Zippy’s Friends, Apple’s Friends, Passport)  |  | Choose an item. |
| 3.2.d | If yes is this delivered…Universally? Choose an item.To which year group(s)? Year 1 [ ]  Year 2 [ ]  Year 3 [ ]  Year 4 [ ]  Year 5 [ ]  Year 6 [ ]  |  | Or to Selected Groups? Choose an item.*If used with selected groups, how is this delivered?* |
| 3.2.c | Do you utilize the Zippy’s Friends for Early Years resources and activities? |  | Choose an item. |
| **3.3** | Social and emotional skills development are integrated within all subject areas: these skills include problem solving, coping skills, conflict management / resolution and understanding and managing feelings. These skills can be utilised to support pupils with other school stresses such as examinations or transition. | Choose an item. | *Evidence* |
| **3.4** | The curriculum promotes positive behaviours and successful relationships and helps reduce disruptive behaviour and bullying. This includes targeted programmes and interventions which complement the wider curriculum. | Choose an item. | *Evidence* |
| 3.4.a | What interventions do you provide to prevent bullying and disruptive behavior? | Choose an item. |  |
| **3.5** | What extracurricular opportunities are provided to support CYP with EHMW. As per the [**Graduated Response to EHMW**](https://www.oldham.gov.uk/downloads/file/4899/the_whole_school_approach_to_ehmw_graduated_response)you should consider which are universally offered and which are for selected groups/individuals. |  | *Evidence* |
| 3.5.a | What extracurricular opportunities are provided to support CYP with EHMW. As per the [**Graduated Response to EHMW**](https://www.oldham.gov.uk/downloads/file/4899/the_whole_school_approach_to_ehmw_graduated_response)you should consider which are universally offered and which are for selected groups/individuals. |  |  |

**Standard 4: Children & Young People’s Voice**

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| **4.1** | The senior leadership team recognise CYP have a powerful voice in learning, decision making, peer led approaches and development of strong social networks (regardless of age and ability).  | Choose an item. | *Evidence* |
| 4.1.a | How do you involve CYP voice in the feedback and evaluation of areas of improvement in school (such as teaching and learning or behavior and attendance)? |  |  |
| **4.2** | There are a variety of strategies in place to ensure all children and young people are able to contribute to decisions (individually or collectively) that may impact on their EHMW (regardless of age and ability). | Choose an item. | *Evidence* |
| 4.2.a | How is the voice of all CYP collected in your setting? Please think beyond student council as this may not reflect the views of all CYP |  |  |
| **4.3** | There are clear systems in place around [**Shared Decision Making**](https://www.annafreud.org/on-my-mind/shared-decision-making/), and these are used effectively in practice with CYP.  | Choose an item. | *Evidence* |
| 4.3.a | Have any members of staff within the setting attended training around Shared Decision Making? |  | Choose an item. |
| 4.3.b | Do you feel training around [**Shared Decision Making**](https://www.annafreud.org/on-my-mind/shared-decision-making/)would be useful? |  | Choose an item. |
| **4.4** | All CYP are actively involved in managing their own EHMW and can access high quality support and advice to assist then with this (this may include processes such as provision of individual Wellbeing Action Plans) | Choose an item. | *Evidence* |
| 4.4.a | How is information and support available for EHMW shared with CYP within your setting? |  |  |
| **4.5** | CYP and staff work in partnership to formulate, implement and evaluate organisation-wide approaches to promoting social, emotional and mental wellbeing. This includes creating opportunities for CYP to engage with EHMW topics of importance to them (i.e. Black Lives Matter, LGBTQ+ awareness sessions). | Choose an item. | *Evidence* |
| **4.6** | CYP are actively engaged in discussions about emotional health and mental wellbeing provision in their school or college. | Choose an item. | *Evidence* |
| 4.6.a | Do you have any CYP voice systems within your setting specifically around EHMW? These may include Wellbeing Ambassadors, Health Champions, Peer Mentors etc. |  |  |
| 4.6.b | If these are lead by a different member of staff, please give their name, role and email address |  |  |
| **4.7** | Within secondary education and post-16, young people are involved in the creation, delivery and evaluation of staff training and CPD activities in relation to EHMW. *(primary settings may also answer this if they wish)* | Choose an item. | *Evidence* |

**Standard 5A: Staff Health & Wellbeing**

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| **5A.1** | There is a clear commitment to supporting staff EHMW and this is evidenced through both policies/procedures and practice. All policies and initiatives are scrutinised for their potential impact on staff EHMW. | Choose an item. | *Evidence* |
| 5A.1.a | Staff wellbeing is included as a regular agenda item in meetings at all levels within the setting |  |  |
| **5A.2** | All staff are actively included in regular discussions around EHMW. | Choose an item. | *Evidence* |
| 5A.2.a | Do you measure staff wellbeing universally within your setting? You may wish to consider how the voice of all is collected and whether measures are taken throughout the year.  |  | Choose an item.If yes, please give details: |
| **5A.3** | Support is provided to enable staff to reflect on and take actions to enhance their own EHMW. SLT promote a positive work-life balance for all staff.  | Choose an item. | *Evidence* |
| 5A.3.a | Do you have an Employee Assistance Programme? Choose an item. |  | If yes, who is this provided by?Are all staff aware of the process to access this? Choose an item. |
| 5A.3.b | Do you have **Adult** Mental Health First Aiders on site? |  | Choose an item.If yes, how many? |
| 5A.3.c | How is signposting, information and support available for EHMW shared with staff within your setting? You may wish to consider those who are absent due to sickness, self-isolation, shielding etc. |  |  |
| **5A.4** | A system is in place for assessing and monitoring the EHMW of staff as part of professional development and performance reviews. This may include the use staff attitude surveys, open conversations to provide feedback and investment in training or external measures. | Choose an item. | *Evidence* |
| **5A.5** | Regular, non-managerial supervision is in place, especially for those in high-risk roles such as DSLs.  | Choose an item. | *Evidence* |
| 5A.5.a | Which staff roles access supervision? |  |  |
| 5A.5.b | Who is supervision provided by? |  |  |

**Standard 5B: Staff Development**

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| **5B.1** | All staff are provided with specific and regular CPD opportunities which enables them to support their own and others’ (both CYP and adults’) EHMW. The CPD programme is responsive to needs of the setting/cohort and external influences which impact the school community, such as Covid-19. | Choose an item. |  |
| 5B.1.a | Have staff accessed training to support their own wellbeing |  | Full Staff (including non-teaching) ? Choose an item. Selected Staff? Choose an item. |
| 5B.1.c | Have you disseminated the Wellbeing for Education Return training to your staff? |  | Choose an item. |
| **5B.2** | Teachers have a working knowledge and understanding of EHMW, and how this can impact on their classroom management. | Choose an item. | *Evidence* |
| **5B.3** | Teachers are supported to promote an inclusive classroom which promotes resilience and supports learning. | Choose an item. | *Evidence* |
| **5B.4** | Staff use of a range of e-learning platforms (such as [**MindEd**](https://www.minded.org.uk/Component/Details/447948)) to support CPD around EHMW. | Choose an item. | *Evidence* |
| **5B.5** | Training is provided to staff in all roles enabling them to support CYP’s social, emotional and psychological wellbeing. This includes identifying the early signs of anxiety, emotional distress and behavioural problems (including primary school children) and signposting using [**Shared Decision Making**](https://www.annafreud.org/on-my-mind/shared-decision-making/) as part of the [**i-Thrive**](https://www.annafreud.org/media/9242/thrive-framework-for-system-change-2019.pdf)model.  | Choose an item. | *Evidence* |
| 5B.5.a | Have all staff accessed training to support pupil wellbeing? |  | Full Staff (including non-teaching) ? Choose an item. Selected Staff? Choose an item. |
| 5B.5.b | Have some staff accessed more targeted training to provide selected interventions for EHMW for pupils? |  | Choose an item.If yes, please give detailsChoose an item. |
| **5B.6** | Training is provided to staff so that they have the knowledge, understanding and skills to deliver a curriculum that effectively integrates the development of social and emotional skills and resilience across all subject areas. | Choose an item. | *Evidence* |
| 5B.6.a | What training has your setting accessed to promote and strengthen the universal offer of support for pupils’ EHMW? |  |  |
| **5B.7** | Training is provided to staff so that they have the knowledge, understanding and skills to deliver a curriculum that effectively integrates the development of social and emotional skills and resilience across all subject areas. | Choose an item. | *Evidence* |

**Standard 6: Working with Parents, Carers and Community**

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| **6.1** | The school or college work in partnership with parents/carers to promote emotional health and mental wellbeing as appropriate. This includes understanding the importance of parent EHMW and how they can support their own child’s EHMW (please note this is the setting’s universal offer for all parents). | Choose an item. | *Evidence* |
| **6.2** | Parents are provided with information in a variety of ways about the school’s/college’s policies on promoting positive EHMW and preventing mental health problems. | Choose an item. | *Evidence* |
| **6.3** | All CYP and where appropriate, their parents/carers (including adults with responsibility for looked after children) are engaged in genuine participation, including CYP whose families may feel blamed or stigmatised. | Choose an item. | *Evidence* |
| 6.3.a | How to you engage with parents/carers who are more difficult to reach? (Think about groups such as EAL, BAME, SEND, CLA and those at risk of exclusion, but this may include others) |  |  |
| 6.3.b | Are there any groups or networks for parents to attend for support? |  |  |
| **6.4** | Parents/carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote EHMW. This should include support to participate fully in any support sessions, (for example by offering a range of times for the sessions or providing help with transport and childcare). This might involve liaison with other agencies who provide family support. | Choose an item. | *Evidence* |

**Standard 7: Identifying Need and Monitoring Impact**

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| **7.1** | There is an effective pastoral system so that at least one member of staff (e.g. a form tutor or class teacher) knows each pupil/student well and can spot where changes in behaviour may need further exploration or assessment. | Choose an item. | *Evidence* |
| 7.1.a | What does this look like in your setting? For example: pupils are encouraged to identify a trusted adult(s) within the setting who they feel comfortable speaking to if needed, and there is a clear pathway in place to ensure that this can be documented in a way that they are accessible to further key members of staff |  |  |
| **7.2** | There are effective systems in place for staff to share information, changes in behaviour or concerns about CYP with the designated person. This information is communicated with all staff supporting a student where necessary and as appropriate. | Choose an item. | *Evidence* |
| **7.3** | Data is used effectively to monitor and act on changes in CYP’s patterns of attainment, attendance or behaviour. | Choose an item. | *Evidence* |
| **7.4** | A systematic measure is used to assess CYP’s emotional health and mental wellbeing (including identifying those who need extra support). Assessment outcomes are used as the basis for planning activities and measuring impact as part of the graduated response. | Choose an item. | *Evidence* |
| 7.4.a | What tools/surveys do you use at a universal level to **identify need**? |  |  |
| 7.4.b | What tools/surveys do you use at a selected level to **identify need** and **monitor the impact** of interventions**?** |  |  |
| 7.4.c | How is the data from these measuring tools/surveys used to plan for universal support across the setting? |  |  |
| **7.5** | Evidence-based outcome or experience measures are used to evaluate outcomes and measure impact of interventions. This is monitored and recorded as per the [**Graduated Response to EHMW**](https://www.oldham.gov.uk/downloads/file/4899/the_whole_school_approach_to_ehmw_graduated_response). | Choose an item. | *Evidence* |
| **7.6** | Understanding of pupils’ needs is used to inform commissioning decisions at school / college level or across school clusters, and the Quality Assurance Framework is used to support this process. | Choose an item. | *Evidence* |
| 7.6.a | Have you commissioned any services into your setting? Either paid directly or through other arrangements such as the OBS or local funding?  |  | Choose an item.If yes, please give details |

**Standard 8: Co-ordinated Support**

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| **8.1** | CYP receive clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. All staff are confident about undertaking an initial conversation with a young person. | Choose an item. | *Evidence* |
| **8.2** | The availability of pastoral care and support is well known and easy to access, and this can be evidenced through CYP voice. | Choose an item. | *Evidence* |
| **8.3** | The school or college ensure effective and timely identification of CYP who would benefit from co-ordinated support and [**Shared Decision Making**](https://www.annafreud.org/on-my-mind/shared-decision-making/)occurs. An action plan appropriate to the CYP is put in place following this using the [**Graduated Response to EHMW**](https://www.oldham.gov.uk/downloads/file/4899/the_whole_school_approach_to_ehmw_graduated_response) | Choose an item. | *Evidence* |
| **8.4** | Transitions between settings (and phases/year groups) are planned and have clear communication in place where a EHMW need has been identified. | Choose an item. | *Evidence* |
| **8.5** | A trauma-aware approach is taken to transition for all, with particular attention given to vulnerable groups of CYP (this could include SEND, CLA but may be any CYP who settings have concerns about). | Choose an item. | *Evidence* |
| **8.6** | Referral processes to specialist teams and effective interventions are provided based on the [**i-Thrive**](https://www.annafreud.org/media/9242/thrive-framework-for-system-change-2019.pdf)principles, and there is effective use of the multi-disciplinary workers who interface with the school/college community (such as EP service, QEST, MHST) | Choose an item. | *Evidence* |
| 8.6.a | Do you feel all staff understand the [**Graduated Response to EHMW**](https://www.oldham.gov.uk/downloads/file/4899/the_whole_school_approach_to_ehmw_graduated_response), how it works within your setting and their own role within it? |  | Choose an item. |
| 8.6.b | Do staff have knowledge about [**i-Thrive**](https://www.annafreud.org/media/9242/thrive-framework-for-system-change-2019.pdf)and the principles behind it? |  | Choose an item. |
| 8.6.c | Would your setting benefit from further training and information about [**i-Thrive**](https://www.annafreud.org/media/9242/thrive-framework-for-system-change-2019.pdf)? |  | Choose an item. |
| **8.7** | There is capacity within the education setting to assess whether a specialist should be involved and to make an appropriate request using the [**Graduated Response to EHMW**](https://www.oldham.gov.uk/downloads/file/4899/the_whole_school_approach_to_ehmw_graduated_response). | Choose an item. | *Evidence* |
| **8.8** | Children who are showing difficulties in managing emotions or behavior are identified and assessed, using joint problem solving with the CYP, their parents/carers and other professionals where appropriate. | Choose an item. | *Evidence* |
| **8.9** | Through a process of [**Shared Decision Making**](https://www.annafreud.org/on-my-mind/shared-decision-making/), an action plan is agreed as per the [**Graduated Response to EHMW**](https://www.oldham.gov.uk/downloads/file/4899/the_whole_school_approach_to_ehmw_graduated_response). More intense evidence-based work may be provided for social and emotional skill development, dependent on the CYP’s needs. | Choose an item. | *Evidence* |
| 8.9.a | What selected interventions do you provide within your setting for EHMW (please note, this is in addition to anything commissioned as identified in 7.6.a)? |  |  |
| 8.9.b | Are there any specific mental health needs or selected interventions you feel you would benefit from more training in? |  |  |
| **8.10** | The need for additional external agency involvement is considered through Assess-Plan-Do-Review cycles with [**Shared Decision Making**](https://www.annafreud.org/on-my-mind/shared-decision-making/) at the heart: e.g. consultation or targeted support with external agencies. | Choose an item. | *Evidence* |
| **8.11** | Specific help is made available for CYP most at risk (or already showing signs) of social, emotional and behavioural problems, with a clear multi-agency plan of support to reduce exclusions. | Choose an item. | *Evidence* |
| **8.12** | There is clear understanding and knowledge of the external support services available to provide additional, targeted mental health support based on the [**i-Thrive**](https://www.annafreud.org/media/9242/thrive-framework-for-system-change-2019.pdf)model. | Choose an item. | *Evidence* |
| 8.12.a | Do you feel staff in your setting have a good knowledge of local services to signpost for additional EHMW support? |  |  |