

# Sandwell Wellbeing Charter Mark

## A whole school approach to wellbeing



### What is the Sandwell Wellbeing Charter Mark?

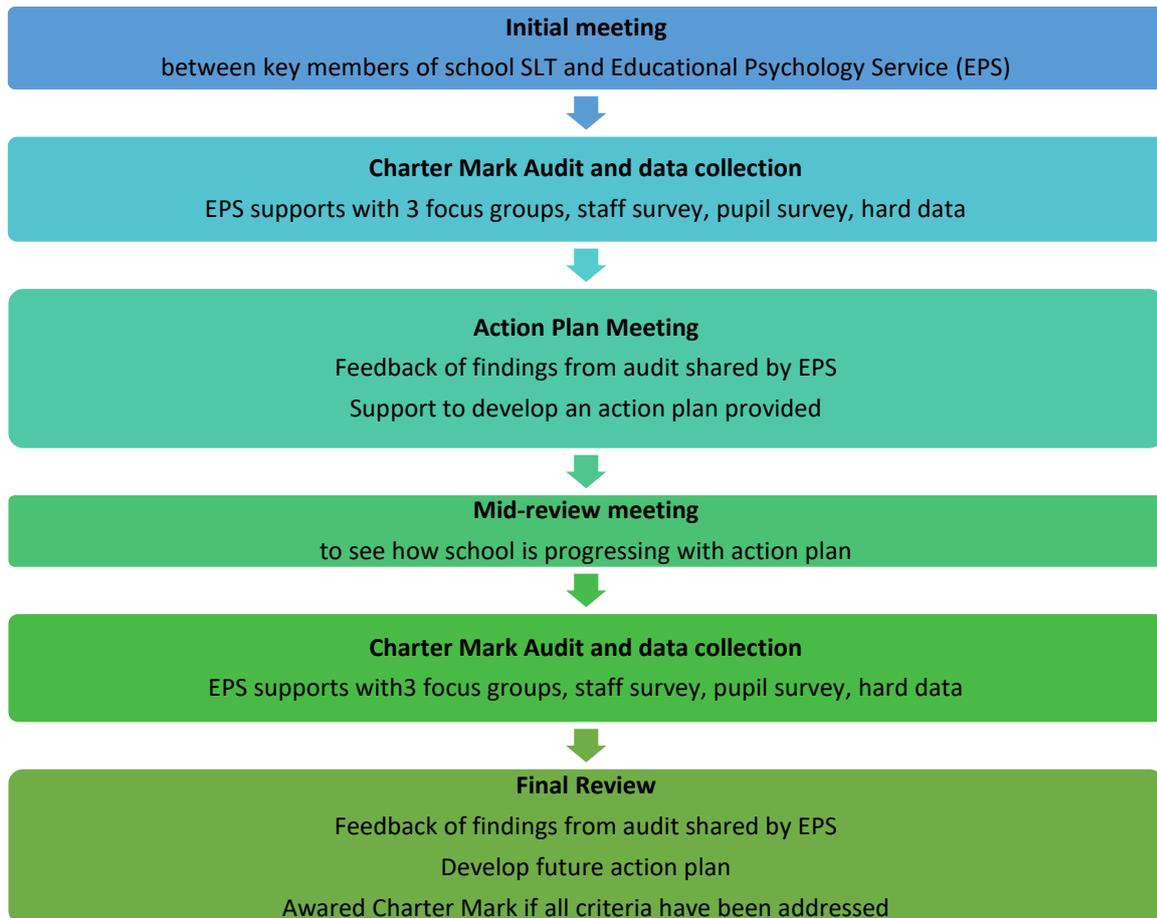
- A nationally recognised, evidence-based approach developed in Sandwell Council by Educational Psychologists in partnership with the Public Health Department. It is now used across the country.
- The aim of the Charter Mark is to recognise a school's dedication towards improving the Social Emotional and Mental Health (SEMH) of its pupils.
- Facilitated and supported by the Educational Psychology Service, it is comprised of an audit of the SEMH provisions that are already in place within the school and an action plan to help address any gaps.
- Further information can be provided by your link Educational Psychologist.

### What is the rationale behind the Charter Mark?

The Charter Mark was developed in response to a strong evidence base. In accordance with the SEND Code of Practice (DfE, 2014) it explores social, emotional and mental health holistically through a whole-school approach. The Charter Mark Criteria were informed by the Public Health England (2015) publication which identifies 8 principles that are important in promoting emotional health and wellbeing within the school environment (see Figure opposite). Focus group and survey questions used are informed by the 'Ten Element Map of Mental Health' (MacDonald and O'Hara, 1998) which states that the mental health and wellbeing is the product of the balance between promoting and demoting factors in 5 areas: Environmental Quality, Social Participation, Emotional Processing, Self-Esteem and Self-management.



## What does the process look like? (usually over an academic year, or longer if needed)



## Impact

- All schools shown increased percentage improvement against the Charter Mark criteria.
- All schools shown improved staff wellbeing and pupil wellbeing on survey data.
- Improvements shown on qualitative data e.g. pupil, staff and parent/carer measures.
- Improvements shown on quantitative data e.g. staff sickness, pupil absence, number of exclusions, onward referrals to EWMHS, number of complaints received, school change requests, bullying data. e.g.
  - 100% schools have seen an increase in pupil attendance.
  - 50% schools seen a reduction in referrals to outside agencies such as CAMHS.
  - 1 specialist provision school for SEMH had no staff sickness in their final half term of the cycle, which they have linked explicitly to the Charter Mark process.

## Feedback from Schools

*Process wasn't small tweaks it was huge changes, it brought about changes with the parents. Parents are now more involved in school life. The general ethos of working together has been developed and well-being is now at the heart of the school.*

*Helped with OFSTED  
Lovely to share with parents  
Key thing for people to do  
Every school should do it*

*Questionnaires were really powerful and showed things people wouldn't have necessarily voiced otherwise*

*Well-being is more valued now  
Stuff was happening that parents didn't know about but now they do.  
Pupils were very involved.  
Helped identify what we are already doing and makes a difference.*

**Also from Sandwell – ask your EP for more information about the evidence-based Sandwell ‘Healthy Mind, Happy Me’ Curriculum (Primary only): updates SEAL, and is more explicitly psychological. Some schools use the whole resource, others build it into their own current PSHE curriculum. c £300.**