



# Mental Health Charter Mark



## Sunderland is a forward thinking city aiming to improve outcomes for all children and young people.

**With the change in the national agenda to promote mental health in schools (Mental Health and Behaviour in Schools Departmental Advice March 2016) and the desire of Child and Adolescent Mental Health Service (CAMHS) to work in a new way to support schools (Thrive The AFC –Tavistock Model of CAMHS 2014) there was an opportunity to think about innovative ways of working.**

A co-ordinated response was organised from Health Commissioners, the Director of Education, Sunderland Youth Parliament, Community CAMHS, other health professionals eg school nursing, interested schools and the voluntary sector, eg Washington Mind. The Thriving and Coping workstream met to consider how changes could be delivered effectively and lead to embedded practice in schools. Cluster groups were formed, good practice was shared and this Mental Health Charter was proposed.

We are very grateful to those professionals who have been generous in sharing their time and expertise with the aim of improving the mental health of children and young people across the city and extending this further to families and communities.



## The Mental Health Charter is split into three sections: Culture and Ethos, Education and Curriculum and Families and Communities.

There are standards across these areas which are divided into bronze, silver and gold levels.

It is anticipated that evidence will be gathered to demonstrate standards have been met, much of the work will already be taking place in your school. The examples of evidence which are listed in the charter are not exclusive and can be extended. It is **not** anticipated that a school would gather all this evidence to achieve a target. In gathering evidence for one target, it is possible to cross reference the evidence with other areas. This charter complements the work that can be covered in other programmes, for example the Great Active Sunderland School Charter.

We are hoping that schools will become involved in supporting each other to achieve targets and moderation will take place across schools.

Attached is Appendix A which gives an outline of training available to access.

Mental Health Charter	Sections:	Bronze, Silver and Gold Levels:
	1. Culture & Ethos	<ul style="list-style-type: none"> <li>• Leadership &amp; Management</li> <li>• Ethos &amp; Environment</li> <li>• Staff Development</li> </ul>
	2. Education & Curriculum	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning</li> <li>• Targeted Support</li> <li>• Need &amp; Impact</li> </ul>
	3. Families & Communities	<ul style="list-style-type: none"> <li>• Parents &amp; Carers</li> <li>• Student &amp; Staff Voice</li> </ul>

## BRONZE

Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 1: Culture and Ethos</b>		
<b>Leadership and Management</b>		
B1a) Designated Mental Health Lead (MH Lead) in School	<ol style="list-style-type: none"> <li>1. Photo displayed as lead</li> <li>2. Responsibility reflected in job description</li> <li>3. Named on website</li> <li>4. Protected time to attend half termly cluster meetings and to develop the role</li> <li>5. May be a member of staff a or team</li> </ol>	
B1b) Minimum Training	<ol style="list-style-type: none"> <li>1. Lead to attend training eg; iCAMHS/Washington Mind training</li> </ol>	
B1c) Emotional Wellbeing (EMW) included in School Development Plan	<ol style="list-style-type: none"> <li>1. Staff development considered within plan</li> <li>2. Senior Leadership to promote emotional wellbeing in school</li> </ol>	
<b>Ethos and Environment</b>		
B1d) School to promote an environment of mutual respect/ learning/ successful relationships	<ol style="list-style-type: none"> <li>1. School policies linked to EMW eg. Anti-bullying</li> <li>2. Positive peer relationships fostered and modelled: kindness and respect noticed and rewards/star of the week/good friend, bounce back pupil staff award</li> <li>3. Promote staff wellbeing eg supervision, evidence in staff training (Mindfulness Tai Chi, staff having lunch together weekly, breaks away from classroom)</li> <li>4. Regular meetings between head teacher and senior leadership and mental health lead/team</li> </ol>	
<b>Staff Development</b>		
B1e) Staff to have opportunities to access consultation/supervision on a needs led basis	<ol style="list-style-type: none"> <li>1. Attend cluster meetings</li> <li>2. Sharing best practice at clusters</li> <li>3. Links to other agencies for consultation</li> <li>4. Contact CAMHS/CYPS/Washington Mind for advice/consultation</li> <li>5. ATL/NUT Union link to first aid – mental health</li> </ol>	
B1f) Mental Health Leads to access iCAMH training	<ol style="list-style-type: none"> <li>1. To access iCAMH training</li> </ol>	

## BRONZE

Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 2: Education and Curriculum</b>		
<b>Teaching and Learning</b>		
B2a) Promotion of personal wellbeing – promote EWB staff/ students/ parents/carers	<ol style="list-style-type: none"> <li>1. Promote healthy eating</li> <li>2. Promote physical activity</li> <li>3. Promote 5 a day for emotional wellbeing: Connect, Be active, Take notice, Keep learning, Give</li> <li>4. PSHE curriculum</li> <li>5. Circle time</li> <li>6. Assemblies</li> <li>7. SEALS</li> <li>8. Staff/student induction including students on placements</li> <li>9. NQT training</li> <li>10. Cross age group meetings eg House meetings/Teams/Pastoral groups</li> </ol>	
<b>Targeted Support</b>		
B2b) Identified person in school for pupils to access on needs led basis when EWB impacting on their life	<ol style="list-style-type: none"> <li>1. Worry box checked by staff</li> <li>2. System in place for children to approach staff for support</li> </ol>	
B2c) MH lead to link with pastoral team/school staff	<ol style="list-style-type: none"> <li>1. Minutes of discussions</li> <li>2. Inclusion in Health Education Care plans</li> </ol>	
B2d) Established mechanism to ensure/ promote staff wellbeing	<ol style="list-style-type: none"> <li>1. Talking triad</li> <li>2. Staff peer support</li> <li>3. Staff suggestions box</li> <li>4. Staff questionnaire</li> </ol>	
B2e) Information available to staff/ students/ parents re local services/ support	<ol style="list-style-type: none"> <li>1. Links on website: <a href="http://sunderlandcommunityscamhs.nhs.uk">sunderlandcommunityscamhs.nhs.uk</a>, <a href="http://washingtonmind.org.uk">washingtonmind.org.uk</a>, <a href="http://wellbeinginfo.org">wellbeinginfo.org</a></li> <li>2. Information leaflets available in foyer/reception</li> <li>3. Staff wellbeing noticeboard</li> </ol>	
<b>Need and Impact</b>		
B2f) Identifying ways to assess emotional wellbeing across the school and data collected – Staff and students	<ol style="list-style-type: none"> <li>1. School questionnaires</li> <li>2. Observations</li> <li>3. Identifying vulnerable children-pupil progress meetings</li> <li>4. Discussions in staff development meetings</li> <li>5. Discussions with mental health lead</li> </ol>	

## BRONZE

Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 3: Families and Communities</b>		
<b>Parents and Carers</b>		
B3a) Parent/ carers aware of what EWB support is available	1. Notice boards/website links/ newsletters etc	
B3b) Advertise celebration events/ days linked to EWB	1. World Mental Health Day/Week 2. Assemblies	
<b>Student and Staff Voice</b>		
B3c) Age appropriate mechanism for capturing view of the child	1. Mood boards 2. Survey 3. Termly views sought on feeling happy/safe etc	
B3d) School council to have EWB on their agenda as standard item	1. Minutes	
B3e) Governors meetings to have EWB on their agenda as standard item	1. Minutes	
B3f) Named Governor as MH lead	1. Photo displayed	
B3g) Mechanism to feedback staff voice	1. Evidence of informing the action plan	



## SILVER

Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 1: Culture and Ethos</b>		
<b>Leadership and Management</b>		
S1a) Specific training accessed	<ol style="list-style-type: none"> <li>1. Lead to access additional training eg CCAMHS training package/ Washington Mind training/ Educational Psychology training</li> <li>2. Cascade information to staff – staff meeting minutes/inset</li> </ol>	
S1b) iCAMH attended by Senior Leadership/Governors	<ol style="list-style-type: none"> <li>1. N/A</li> </ol>	
<b>Ethos and Environment</b>		
S1c) Specific area in the school where the children can access support	<ol style="list-style-type: none"> <li>1. Children know where to go and who to go to access support</li> </ol>	
S1d) Quiet space for staff	<ol style="list-style-type: none"> <li>1. The opportunity to have planned breaks away from children/ classroom – a balance between teaching and non teaching time</li> <li>2. Protected lunch breaks</li> </ol>	
S1e) School adopts 5 ways to emotional wellbeing	<ol style="list-style-type: none"> <li>1. Reflected in planning</li> <li>2. Website information – links to Washington Mind/Wellbeing infor. org</li> <li>3. Newsletter</li> <li>4. SEN review minutes</li> <li>5. Cluster links – mental health lead visits/monitoring</li> <li>6. Case studies</li> <li>7. PSHE</li> </ol>	
<b>Staff Development</b>		
S1f) Targeted training and minimum training for all staff to be accessed	<ol style="list-style-type: none"> <li>1. Teachers and Teaching Assistants to access Mind Ed training/iCAMH/ Washington Mind</li> </ol>	
S1g) Sharing best practice	<ol style="list-style-type: none"> <li>1. Core groups</li> <li>2. Clusters</li> <li>3. Offering school to school consultation</li> <li>4. MH Lead advise and supporting colleagues in school</li> </ol>	

## SILVER

Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 2: Education and Curriculum</b>		
<b>Teaching and Learning</b>		
S2a) EWB embedded within the curriculum	<ol style="list-style-type: none"> <li>1. School policies linked to EMW eg anti-bullying</li> <li>2. Regular meetings between head teacher and senior leadership and mental health lead/team to ensure EMW embedded</li> <li>3. Displays in school</li> </ol>	
<b>Targeted Support</b>		
S2b) Data collected enables school to identify emotional needs/risks/resilience of pupils	<ol style="list-style-type: none"> <li>1. Needs and impact data</li> <li>2. Strength and Difficulties Questionnaire</li> <li>3. CPOMS data</li> <li>4. Boxall profile</li> </ol>	
S2c) School offer targeted work with pupils/MHL to facilitate targeted support	<ol style="list-style-type: none"> <li>1. Friends programme</li> <li>2. Nurture groups</li> <li>3. Draw and talk</li> <li>4. Social skills group</li> <li>5. Lego-therapy</li> <li>6. 1 to 1 counselling</li> </ol>	
S2d) Clear pathways for staff and pupils/MHL to facilitate targeted support	<ol style="list-style-type: none"> <li>1. Policy has clear flow chart showing internal and external pathways for referrals and escalation process eg, classteacher – MH lead- external agency</li> <li>2. Access to consultation</li> </ol>	
<b>Need and Impact</b>		
S2e) Track EWB of school using attendance and performance data	<ol style="list-style-type: none"> <li>1. SDQ</li> <li>2. Zoomos</li> <li>3. Questionnaires</li> <li>4. Cluster meeting discussion</li> </ol>	



SILVER		
Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 3: Families and Communities</b>		
<b>Parents and Carers</b>		
S3a) Link with parents/carers on a regular basis to gain 'parents voice'	<ol style="list-style-type: none"> <li>1. Invite parents and carers to events in school eg, World Mental Health Day</li> <li>2. Link with parents and carers re assessment tools/measures</li> <li>3. Information available on website</li> </ol>	
S3b) Link with MHL governor	<ol style="list-style-type: none"> <li>1. Meeting minutes</li> </ol>	
<b>Student and Staff Voice</b>		
S3c) Student/parents/governors voice heard and responded to	<ol style="list-style-type: none"> <li>1. Displayed in school ie 'you said... we did'</li> <li>2. EWB as agenda item at staff meetings (solution focussed)</li> <li>3. Evidence of response in action plans</li> </ol>	



## GOLD

Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 1: Culture and Ethos</b>		
<b>Leadership and Management</b>		
G1a) Demonstrate the whole school is working together to develop emotional wellbeing of pupils/parents/staff	<ol style="list-style-type: none"> <li>1. Assemblies</li> <li>2. Displays and photographs</li> <li>3. Team meeting minutes</li> <li>4. Policies</li> <li>5. CPOMS data</li> <li>6. SEN Register – SEMH Audit</li> <li>7. SEF</li> <li>8. Peer to peer support</li> <li>9. Inset</li> <li>10. Individual pupil data – linked to case studies</li> <li>11. Children’s work</li> </ol>	
G1b) Yearly audit of EWB provision	<ol style="list-style-type: none"> <li>1. SEMH – audit tool SEN procedures</li> <li>2. SEN register</li> <li>3. SEF</li> <li>4. Development Plan</li> </ol>	
G1c) Mental health training for children/ young people	<ol style="list-style-type: none"> <li>1. Training accessed by pupils eg. Mindfulness/CAMHS mental health promotion/Washington Mind</li> </ol>	
<b>Ethos and Environment</b>		
G1d) Innovative and embedded practice across the curriculum	<ol style="list-style-type: none"> <li>1. Displays</li> <li>2. Mental health promotion in PE/Art/Music</li> <li>3. After school clubs</li> <li>4. Wellbeing day/month</li> </ol>	
G1e) Transition programme in place to identify and support children with additional emotional wellbeing needs	<ol style="list-style-type: none"> <li>1. Transition class to class</li> <li>2. School to school</li> <li>3. Identifying anxious children</li> <li>4. Additional preparation days for vulnerable children</li> <li>5. Links with FE</li> <li>6. Case study evidence</li> <li>7. Health Education Care plan</li> <li>8. SEN minutes</li> </ol>	
G1f) Evidence of school to school support	<ol style="list-style-type: none"> <li>1. Cluster contact – MHL to MHL</li> <li>2. Moderating other school</li> <li>3. Training delivered to other schools</li> <li>4. Sharing good practice</li> </ol>	
<b>Staff Development</b>		
G1g) Wider team accessed additional training	<ol style="list-style-type: none"> <li>1. 75 % of front line staff – teachers and teaching assistants accessed iCAMH</li> <li>2. 75 % + of wider staff accessed Mind Ed (Dinner Staff/Site Manager etc)</li> <li>3. MHLead cascading e- learning</li> </ol>	

## GOLD

Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 2: Education and Curriculum</b>		
<b>Teaching and Learning</b>		
2Ga) Specific programmes delivered to targeted pupils linked to EWB	<ol style="list-style-type: none"> <li>1. Universal delivery of groups</li> <li>2. Friends</li> <li>3. Resilience building</li> <li>4. Self help</li> <li>5. Mindfulness</li> <li>6. Washington Mind courses</li> </ol>	
2Gb) Specific training for all staff re EWB – including teaching and support staff and identified governors	<ol style="list-style-type: none"> <li>1. 75 % of front line staff – teachers and teaching assistants accessed iCAMH</li> <li>2. 75 % + of wider staff accessed Mind Ed (Dinner Staff/Site Manager etc)</li> <li>3. MHL cascading e learning</li> </ol>	
2Gc) Training resources developed and available in school on specific issues	<ol style="list-style-type: none"> <li>1. Universal courses eg mindfulness, resilience, FRIENDS</li> <li>2. Resource packs for issues eg bereavement</li> <li>3. Crisis plans in place – clear path to access to specialist services for sudden death/ suicide – letters/assembly, planned school response</li> <li>4. Bank of books</li> </ol>	
<b>Targeted Support</b>		
2Gd) Schools to access specialist support/intervention for identified pupil	<ol style="list-style-type: none"> <li>1. Onward referrals made - CAMHS/CYPS</li> <li>2. Behaviour support Key Stages 1-4</li> <li>3. Evidence of advice being acted upon in behaviour support plans</li> <li>4. Universal resilience training</li> </ol>	
2Ge) Targeted support for staff	<ol style="list-style-type: none"> <li>1. Restorative supervision</li> <li>2. 1:1 support</li> <li>3. Peer support/buddy programmes</li> <li>4. Occupational Health referral/access to counselling</li> <li>5. Training</li> <li>6. Identified member of staff to support</li> <li>7. Pastoral mental health support identified</li> <li>8. Seeking feedback from staff termly eg questionnaires</li> </ol>	
<b>Need and Impact</b>		
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**GOLD**

Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 2: Education and Curriculum</b>		
<b>Need and Impact</b>		
2Gf) Whole school approach to EWB	<ol style="list-style-type: none"> <li>1. School policies linked to EMW eg anti-bullying</li> <li>2. Positive peer relationships fostered and modelled: kindness and respect noticed and rewards/star of the week/good friend, bounce back pupil staff award</li> <li>3. Promote staff wellbeing eg supervision, evidence in staff training (Mindfulness Tai Chi, staff having lunch together weekly, breaks away from classroom</li> <li>4. Regular meetings between head teacher and senior leadership and mental health lead/team</li> <li>5. Evidenced in SEF</li> <li>6. Data to show all children accessing intervention/activities – special events week</li> <li>7. Targeted interventions</li> </ol>	
2Gg) Evidence that reasonable adjustments have been made in response to concerns/ issues of staff	<ol style="list-style-type: none"> <li>1. Minutes of staff meetings</li> <li>2. Performance management</li> <li>3. CPD – eg mindfulness training</li> <li>4. Shout out board/rewards systems</li> <li>5. Recognition and celebration</li> <li>6. Perk box (approx £5)</li> <li>7. ‘Little acts of kindness’</li> </ol>	

## GOLD

Charter Mark Standards	Suggested Evidence	Organisational Evidence
<b>Section 3: Families and Communities</b>		
<b>Parents and Carers</b>		
3Ga) Training offered to parents and carers re EWB	<ol style="list-style-type: none"> <li>1. Adult resilience</li> <li>2. Washington Mind/EP training</li> <li>3. Sunderland College e-learning/ signposting</li> </ol>	
3Gb) Parents included and proactive in promoting/ celebrating events/ days linked to EWB	<ol style="list-style-type: none"> <li>1. Parental Mental Health Ambassador promoting mental health with other parents</li> <li>2. 5 ways/WMHD</li> </ol>	
<b>Student and Staff Voice</b>		
3Gc) Mechanism to recognise hard work from staff/ pupils/ governors	<ol style="list-style-type: none"> <li>1. Celebrations</li> <li>2. Displays</li> <li>3. Photographs</li> </ol>	
3Gd) Mental health interest group to be established	<ol style="list-style-type: none"> <li>1. Interest group to meet on a regular basis, explore issues, feedback and drive EWB issues forward</li> <li>2. Interest group to link with Cluster group</li> <li>3. Interest group made up of pupils/ parents/ staff/ governors</li> </ol>	



## Appendix A – Training available for Sunderland Schools

### CCAMHS:

#### **iCAMH – an Introduction to Child and Adolescent Mental Health**

Basic training on risk and resilience, child development, mental health problems and disorders and interventions. 8 hours of training for adults.

#### **Early Years Mental Health Programme**

Basic training on risk and resilience, child development, mental health problems and disorders and interventions for younger age range. 8 hours of training for adults.

### FRIENDS PROGRAMMES:

#### **Fun Friends**

Anxiety management training to equip professionals to deliver group intervention for anxious children aged 5-8. 8 hours of training for adults.

#### **Friends for Life**

Anxiety management training to equip professionals to deliver group intervention for anxious children aged 9-11. 8 hours of training for adults.

#### **My Friends Youth**

Anxiety management training to equip professionals to deliver group intervention for anxious children aged 12+. 8 hours of training for adults.

#### **Adult Resilience Programme**

Anxiety management training for adults. 8 hours of training for adults.

#### **Webster Stratton Classroom Management Programme**

Behaviour management programme for staff in schools working with Key Stage 1 and 2 children. 5 days training.

#### **Understanding self-harming behaviours**

2 hours of training for adults.

#### **Foundation course in Cognitive Behaviour Therapy (CBT)**

Introduction to using CBT skills with children and young people. 4 days training.

#### **Coping with Grief and Loss**

2 hours of training for adults.

#### **Working with children/young people with low mood**

2 hours of training for adults.

### **Working with children/young people with anxiety**

2 hours of training for adults.

### **Exam-related stress**

2 hours of training for adults.

### **An introduction to Family Therapy**

2 hours of training for adults.

### **Mental Health Promotion Roadshows**

Information and support for children and young people. Can be commissioned to meet needs of the organisation.

### **WASHINGTON MIND:**

- Mental health 1st aid
- 1 in 4 mental health awareness
- Understanding self harm
- A life worth living suicide prevention and intervention
- Listening skills
- Managing stress
- Steps to build resilience

### **ONLINE RESOURCES:**

[www.wellbeinginfo.org](http://www.wellbeinginfo.org)

[www.washingtonmind.org.uk](http://www.washingtonmind.org.uk)

[www.sunderlandcommunitycamhs.nhs.uk](http://www.sunderlandcommunitycamhs.nhs.uk)



together for  
**children**  
SUNDERLAND