

## What will the data collection involve?

1) 3 focus groups of 4-8 participants:

- Parent focus group
- Key Stage 1 focus group\*
- Key Stage 2 focus group\*

2) Anonymous online surveys for:

- All teaching and non-teaching staff
- Parents
- Governors

3) Hard data: staff sickness levels, Preventing Primary Exclusions Team involvement, pupil absence, complaints, school change requests, exclusions (permanent and temporary), bullying data, onward requests to Point of Access and other Tier 2 level support.

## What will schools need to do?

- Select and arrange participants for all focus groups
- Obtain consent from parents and pupils
- Provide a quiet room for the focus groups
- Engage in the process
- Carry out action plans with support from Inclusion Support

If you have any questions regarding the Sandwell Well-being Charter Mark please contact Catalyst Psychology directly on:

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## The Sandwell Well-being Charter Mark



## Information for Primary Schools

## What is the Sandwell Well-being Charter Mark?

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 and staff. 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. Your school are currently taking part in a pilot scheme with Catalyst Psychology in implementing the Charter Mark into Manchester schools.



Fig 1. The 8 key principles identified by Public Health England (2015) as important for promoting mental health in schools

## 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 was informed by the Public Health England (2015) publication which identifies 8 principles (see figure 1) that are important in promoting emotional health and well-being within the school environment. Finally, the focus group and survey questions were informed by the 'Ten Element Map of Mental Health' (MacDonald and O'Hara, 1998) which states that mental health and well-being 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.

For the interested reader:

MacDonald & O'Hara (1998). Ten Elements of Mental Health, its promotion and demotion: Implications for Practice. Society of Health Education and Health Promotion Specialists.

Public Health England (2015). Promoting children and young people's emotional health and wellbeing: A whole school and college approach.

## What does the process look like?

