

**Designated Mental Health & Wellbeing Leads:  
Anna Freud 5-Step Framework Elements, including SENCO role links**

**Leading Change**

- Prepare for change
- Ensure there is a robust mental health and wellbeing policy
- Demonstrate commitment in your development or improvement plan
- Signpost information for governors, staff, pupils, parents and carers

✓	Element/Action	Direct SENCO role?
	Mental health audit/strategic review	Connects
	Mental health and wellbeing in school improvement plans	Connects
	Mental health/wellbeing policy (co-produced) and connected with other policies, e.g. medical/health needs, bullying, behaviour, etc.	Connects
	Governor designated with responsibility for mental health	No

**Working Together**

- Establish a Mental Health Action Group
- Improve working and collaboration with mental health services
- Include pupils, staff, parents and carers in decision making
- Engage with all parents and carers

✓	Element/Action	Direct SENCO role?
	Mental health action group	Connects
	Mental health section on school website with advice for parents	Connects
	Parent partnership strategy/framework	Connects
	Parent workshops focused on mental health	Connects
	Directories maintained for external pupil and parent support	Connects
	Parent drop-ins	Connects
	Pupil wellbeing champions	No

**Understanding Need**

- Identify pupils at risk
- Measure pupil wellbeing
- Develop and measure interventions

✓	Element/Action	Direct SENCO role?
	Using mental health screening tools, checklists, etc., to explore possibility of SEMH difficulties, including EBSA Toolkit, plus pupil and staff alert systems, e.g. forms, worry boxes, etc.	Yes
	Referrals to assessing agencies, e.g. Bromley Y, CAMHS, Community Paediatrics, etc. and any triage/case consultancy meetings if available	Yes
	Mental health in-school interventions (1:1 and small group) evidence-based and delivered by qualified/trained professionals (e.g. school	Yes

	counsellor, play therapist, ELSA, mentor, etc.) as provision for pupils with SEMH and also to prevent emerging/possible SEMH	
	Staff provided with differentiation and reasonable adjustments guidance for individual pupils with SEMH difficulties	Yes
	Preventative wellbeing programs/interventions, including extra-curricular provision, pupil self-care resources (e.g. Apps, etc.)	Connects
	Pastoral support and safeguarding systems across whole-school (e.g. risk assessments, pastoral support plans, behaviour support plans, Individual Health Care Plans, etc.)	Connects
	Pupil wellbeing surveys/pupil voice (anonymous) for whole school to provide overviews and inform whole school systems development	No

### Promoting Wellbeing

- Integrate mental health and wellbeing across curriculum and culture
- Establish a Peer Support Programme in your school or college
- Create a safe environment for pupils and staff

✓	Element/Action	Direct SENCO role?
	Safe space/quiet zones, wellbeing rooms, etc.	Connects
	Calendar of mental health events, e.g. assemblies, shared resources, activities, etc., especially during mental health weeks	Connects
	Peer support programmes, including befriending, buddy systems, etc.	Connects
	Mental health taught in the curriculum, including RSHE	No
	Whole school pupil wellbeing and participation systems, e.g. celebrations, school council, house systems, outdoor programs, etc.	No
	Reading materials on the subject of mental health for pupils	No
	Displays across the school promoting wellbeing	No

### Supporting Staff

- Conduct a confidential annual staff wellbeing survey
- Provide training for staff with responsibilities for mental health and wellbeing
- Promote staff mental health and wellbeing
- Ensure support structures are clearly identified and signposted

✓	Element/Action	Direct SENCO role?
	Staff training on mental health	Yes
	Signposting mental health resources, guidance, etc. in staff bulletins, intranet pages and briefings	Connects
	Supervision for staff working closely with pupils with SEMH difficulties, provided on a regular basis	Connects
	Staff mental health and wellbeing policy	No
	Staff wellbeing survey	No
	Staff drop-ins to talk with trusted staff member about their wellbeing	No
	Staff wellbeing activities, events, routine supports, etc. (e.g. staff socials, sports/arts/relaxation sessions, away days, awards, etc.)	No
	Counselling and other direct services for staff experiencing emotional/mental health difficulties (e.g. EAP, Education Support, school counsellor, referrals to Occupational Health)	No