

What will the data collection involve?

- 1) 6 focus groups of 6-8 participants over the course of two days:
 - 2 sets of parent groups
 - Year 7
 - Year 9
 - Year 11
 - Year 13
- 2) Anonymous online staff survey for all teaching and non-teaching staff
- 3) Anonymous online pupil survey for Year 8, 10 & 12
- 3) Hard data: staff absence, pupil attendance, pupil migration, school referrals, exclusions, bullying

Example questions:

"How does school show it respects your feelings?"

"How does school support you in being part of school life?"

What will schools need to do?

- Engage in the process
- Inform the school community about the Charter Mark
- Select and arrange participants for all focus groups
- Obtain consent from parents and pupils
- Carry out action plans with support from the Educational Psychology Service

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A whole School Approach to Well-being in Enfield

The Educational Psychology Service and Public Health delivering the Sandwell Well-being Charter Mark

With Enfield schools and our partner services



Information for Secondary Schools

What is the Sandwell Well-being Charter Mark?

The Charter Mark is being delivered by Enfield Educational Psychology Service and Public Health Enfield. It was developed by Sandwell Inclusion Support in partnership with Sandwell Council Public Health Department. 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. 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.



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?

