

What is the Sandwell Well-being Charter Mark?

The Sandwell Well-being Charter Mark is an evidence-based, systematic approach to gathering and reflecting on wellbeing data in schools. The Charter Mark was originally produced by Sandwell's Inclusion Support team and Sandwell Council Public Health Department in response to local data indicating a shortfall in universal social, emotional and mental health (SEMH) provision and whole-school approaches, as well as in response to NICE guidelines about well-being in schools.

The Charter Mark aims to recognise a school's dedication towards improving the 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.

This approach is now offered outside of Sandwell, and around the country. Knowsley Educational Psychology Service (EPS) are excited to offer the opportunity for Knowsley schools to be part of the Well-being Charter Mark.



The 8 Key Principles

The 8 key principles which form the Charter Mark's criteria derive from Public Health England's publication 'Promoting Children and Young People's Emotional Health and Well-being: A Whole School and College Approach' (2015, 2021). These principles are considered fundamental in any school's approach to promoting emotional health and well-being. To receive the Charter Mark, a school collaborates with the EPS to gather evidence of good practice and progress towards each of the 8 principles. Each principle has specific criteria, and the EPS will work with the school to collect data on what is already effective or where further development may be needed.

How will your school benefit?

- Establish a systemic approach to emotional health and wellbeing for all staff and pupils, which aligns with the school's ethos.
- Identify strengths and weaknesses in current emotional health and wellbeing support to inform targeted CPD and school action plans.
- Foster a holistic approach to each individual within the school community, allowing for a more comprehensive and contextual understanding of their overall needs.
- Implement and embed an "assess, plan, do, review" process for students with emotional wellbeing needs, ensuring appropriate resources are used to assess and understand these needs.
- Utilise evidence-based assessments and early intervention as a preventative measure to emotional health and wellbeing.
- Establish a culture where emotional health and wellbeing are prioritised and openly discussed.



What does the process look like?

Expression of Interest

If your school would like to express an interest in the Charter Well-being Mark. Please contact your Link EP or eps@knowsley.gov.uk

Step 1

Initial Meeting

An initial meeting is held between key members of school SLT and the Educational Psychology Service (EPS).
SLT Communicate intentions to stakeholders (governors/staff/parents/ pupils).

Step 2

Initial Charter Mark Audit

The EPS undertake an audit consisting of:

- 'Hard' data (i.e., absence data, staff sickness etc.)
- Staff surveys
- Parent and pupil focus groups

Step 3

Action Plan Meeting

Approximately 3 weeks later, the EPS feedback the findings from the audit and support to develop an Action Plan.
The action phase is led by the school.
Additional support can be requested from the psychology service if needed.

Step 4

Mid-review Meeting

Approximately 6 months later, a mid-review meeting is held to see how school is progressing with the Action Plan

Step 5

Further Charter Mark Audit

Approximately 6 months later, the EPS undertake a further audit.

Charter Mark is awarded if all criteria have been addressed.

Step 6

Final Review

Approximately 3 weeks later, the EPS feedback findings from the second audit.
The EPS and school staff collaboratively develop a post Charter Mark Action Plan.