HEYA logo


Southampton Healthy Early Years Award (HEYA)

Example Mental Health & Wellbeing (MH&W) Self-Assessment Form

This is a single base-line award which is at a similar level to the HEYA Bronze Awards. Please read this form carefully, answering every question and complete the action plan. Some parts are to assess whether you’re meeting the criteria for this award, other questions are designed to baseline where you are now in terms of your practices and help with planning for further development. We will ask you to review and re-submit if more information is needed, with guidance and support available from the HEYA Team.

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| **The** [**Theme Standards**](https://www.southampton.gov.uk/media/hhvamghl/2-heya-mh-w-theme-standards.pdf)**,** [**policy requirements**](https://www.southampton.gov.uk/media/1qcpq1a3/4-heya-mh-w-policy-requirements.docx) **and an** [**example self-assessment form**](https://www.southampton.gov.uk/media/is2hqlmo/5-heya-example-mh-w-bronze-self-assmt-amended.docx) **can be found on the** [**website**](https://www.southampton.gov.uk/children-families/early-years-and-childcare/childcare-providers/improving-early-years-practice/heya/heya-mental-health-and-wellbeing/)**. This award links closely to the Physical Activity and Healthy Eating goals and outcomes. There are links and suggestions for managers, staff and for parents and carers in the** [**Training Suggestions for Mental Health and Wellbeing**](https://www.southampton.gov.uk/media/utphwn1m/mh-w-suggested-training-2024.pdf) **document .**  **All information must be entered into the self-assessment form, even if you have submitted supporting documents.** | | |
| Setting name & address:  Number of children on roll:  Name of person completing form:  Date form completed: | | |
| **1. Leadership and Managing** | | |
| **Complete each numbered section.** | **Self-assessment questions (please complete all)** | |
| The setting has:  A MH&W lead, who oversees all aspects of mental health in the setting, ensures MH&W standards are met and are regularly reviewed.  **1.2** A system that ensures that staff and parents/carers can identify this named person  **1.3** Evidence of consultation with staff **and** parents/carers about embarking on the MH&W HEYA. | **1.1** Name of the MH&W Lead |  |
| **1.1** Did you have someone in this role prior to starting this award? (YES / NO)? |  |
| **1.2** How can staff and parents/carers identify the MH&WW Lead | Is their name in the parent handbook, on the website/noticeboard or highlighted elsewhere? |
| **1.3** To undertake this award, you should work with all stakeholders to begin to understand the MH&W needs of your children, families, and staff. Give details of the initial consultation methods used with parents/ carers, committees/ staff. Tell us the outcomes of this consultation. | How did you consult? Did you send, for example, an email or have a link to a form on your website with questions around MH&W to all parents- (see example questionnaires on HEYA MH&W web page)  Tell us if the outcome of the consultation highlighted any issues or actions? |
| **1.4** The setting embeds wellbeing and emotional safety into your regular conversations:Ensure that the MH&W of, staff, children and families is formally structured within regular supervision meetings.  Please submit your setting supervision template (NA for childminders working alone)  NB – The EYFS states that settings must provide opportunities to discuss children’s wellbeing, including safeguarding. [EYFS CM 3.33](https://assets.publishing.service.gov.uk/media/65aa5e29ed27ca001327b2c6/EYFS_statutory_framework_for_childminders.pdf) / [EYFS 3.28 Groups](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf) | **1.4** Describe your supervision process:  How often do you have supervision with each staff member?  What opportunities do staff have to raise any issues relating to their own MH&W?  What opportunities does a keyperson have to raise any issues relating to their key children’s MH&W?  What opportunities do staff have to raise any issues relating to their key family’s MH&W needs which may need additional support? (e.g. help from [**Children and Families First**](https://www.southampton.gov.uk/familiesmatter/)) | You must provide an example of a form you use in formal supervisions which includes some specific questions to ask how people are and how any identified needs are then addressed.  There may be a mentoring system or buddy system to offer support.  Describe what provision is made for professional discussions where key workers can meet a senior staff member on a regular basis to discuss the MH&W of key children and families alongside the developmental goals. Is there a process for sensitively working with, signposting or referring families/children where MH&W issues have been identified? |

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| **2. Mental Health & Wellbeing Policy.** | | |
| **Criteria** | **Self-assessment questions (please complete all)** | |
| **2.1** The setting has a policy which demonstrates the commitment to support the MH&W of all and must include:   * Why MH&W is important for children, staff and families: * Statement demonstrating commitment to actively promoting MH&W throughout your provision * State who else is responsible for MH&W policy apart from the named champion. * Statement on how early years practitioners will identify factors that may pose a risk to a child’s social & emotional well-being as part of the on-going assessment of their development. * What will the setting be doing (examples needed for each) to improve and look after the mental health and wellbeing of:   **Children -** must include at least a daily activity specifically aimed at mental health in which every child participates.  **Staff -** must include examples of management responsibilities towards staff MH&W and how managers MH&W will also be supported.  **Parents/carers/families -** must include how good relationships are developed with families (relationship building, partnership, signposting to support)   * + How/when you will review the policy and the date adopted.   **2.2** The policy is regularly highlighted to staff and parents/carers, e.g. at registration and when the policy is changed / updated  NB – The policy templates are a guide only to be personalised and expanded to reflect your own setting. | **2.1a)** Did you have a MH&W policy in place prior to starting this award? (YES / NO)  If no, it is a requirement that you develop one for your setting based on the criteria set out**.**  What are the main changes you have implemented in your setting whilst developing / updating your MH&W policy? | Use the policy template to review or develop your policy and ensure that you cover all aspects listed.  Give some examples of changes made, for example, developing the curriculum to build in activities which better support children’s mental wellbeing or making more time to greet parents and children on arrival and asking how they are. |
| **2.1** **b)** How has your setting consulted with **parents / carers** on the **policy?**  Please submit the outcomes of the consultation with the parents outlining what the results tell you. | This consultation can be conducted alongside 1.3. It is important to say what the results will mean to your approach to MH&W in your setting, reflected in the policy. |
| **2.1 c)** How has your setting consulted with **staff** including committee members if committee run (N/A for CM who work alone)Please submit the outcomes outlining what the results tell you. | As above |
| **2.1 d)** Did you have to overcome any barriers to developing and/or implementing this policy? If so, please provide a summary of barriers. | This could be that some people feel this is too personal, or the use of jargon meant they did not engage.  How did you overcome any barriers? |
| **2.2** **a)** How do you plan to keep parents / carers and staff informed on updates to your **MH&W** policy? | E.g. A message to all when you are planning an update and why. Ensure the updated policy is available on your website or emailed to parents/committee for comment.  Minutes of staff meeting where the policy is discussed in terms of why it may need amending. |
| **2.2 b**) How are new parents informed about the **MH&W** policy? | For example, all parents get a list of all policies or know where to access them, with an opportunity to talk through anything they don’t understand or need clarification. |

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| **3. Promoting a mentally healthy environment** | | |
| **Criteria** | **Self-assessment questions (please complete all)** | |
| **3.** Childminders/owners /managers/leads and staff all act as positive role models by following MH&W policy andguidancewith the children, families, and colleagues.  You should be considering the aspects of the NHS [5 Steps to Wellbeing:](https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/)   * Connect * Be Active * Take Notice * Learn * Give   *EYFS 1.6*  *Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating* | **3a)** Outline the methods you use to ensure positive role modelling of your MH&W practice is evident in your day-to-day routines for:  children  staff  families | Children: ITTERS R, ECCERS R, FCCERS process, curriculum, daily routine  Staff: Supervision, peer on peer observations  Families: top tips, listening, welcoming to the setting, open door policy, signposting |
| **3b)** How do senior staff monitor practice to ensure all role modelling is consistent and follows your policy. | E.g. During supervisions, observation, learning walks, training, team meetings, group discussion. |

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| **4. Curriculum and planning** | | |
| **Criteria** | **Self-assessment questions (please complete all)** | |
| **4.1**  The setting ensures mental health & wellbeing is supported for all children in all activities (*remember that mental wellbeing is supported by healthy eating and regular physical activity, being outdoors, including in natural environments)*  The environment is welcoming, and the free-flow and planned activities promote positive social interaction and caring attitudes.  The EYFS states that:  Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives | **4.1a)** Describe at least 3 examples of **daily activities** and how staff use these opportunities to support children’s mental wellbeing. | See list of suggested wellbeing activities for children on the MH&W HEYA page. |
| **4.1b)** Please give examples of opportunities and activities that promote positive **social interaction** and caring attitudes.  **4.1c)** How do you ensure that every day, all children can take part in an activity specifically planned to support their MH&W? | 4.1.b Greeting individually, using polite and warm language with everyone you speak to encourage serving each other's food/water at snack time.  4.1.c E.g. Routine identifies specific times. All staff are aware that their key children/groups should do a daily activity which promotes good mental health (see the activity list for ideas on the website) |
| **4.2** Undertake ITERS/ECCERS/FCCERS Rating Scales in the following sections relevant to your setting (*please speak to a member of the HEYA team if you are not familiar with these rating scales*)  Sections: personal care routines (greeting, departing), listening and talking, use & understand lang,), interactions (all), parents and providers (refer to other professionals)  ITERS 6, 24, 25, 26, 27, 28, 33, 34, 36, 37, 38.  ECERS-R 9, 16, 18, 28, 30, 31, 32, 33, 37, 38, 39, 41, 42,  FCCERS-R 6, 7,24,26,27,28,29,30,35,36 (Childminders only) | **4.2a)** Please enter the dates of your recent observation  **4.2b)** Please provide new current scores for each subscale.  **4.2c**) Please state identified areas for development which is anything less than a 7 (but these do not have to be completed to pass the award) |  |

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| **5. Staff Training & CPD (Continuing Professional Development)** | | |
| **Criteria** | **Self-assessment questions (please complete all)** | |
| **5.1** The setting’sMH&Wapproaches (including the MH&Wpolicy and positive role modelling) are covered in induction for all new staff. | **5.1 a)** Describe how your staff inductions support MH&W. | E.g., a mentor who can be used to support, advise, motivate and encourage the staff member. A mentor will provide a safe harbour for the new team member - a space to ask questions, think out loud, make mistakes without feeling embarrassed |
| **5.1 b)** Who carries this out? | There should be someone who has the knowledge and skills to do this effectively |
| **5.2** All managers and staff have had some training and/or CPD in the last year (according to their role) in supporting mental wellbeing, recognising signs of mental ill health and where to refer for further help and support. | **5.2 a)** Provide at least 3 examples of mental health and wellbeing training/CPD completed by staff/management within the last year. | Examples could be:  Psychological First Aid Training Course  EYATs mental health forum  In house (cascaded to team)  Training in ACES (Adverse Childhood experiences)  Attachment training  Key person training  Take a look at the training suggestions on the website . |
| **5.2 b)** Have you identified further training needs of your staff? Please tell us about this.  Training can be added to actions for future development. | Give examples of what has been identified. |

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| **6. Staff Mental Health & Wellbeing** | | |
|  | **Self-assessment questions (please complete all)** | |
| The purpose of these questions are to baseline your current practice around supporting staff’s MH&W | **6.1 a)** Have you identified ways you can develop / improve support for staff MH&W?  **6.1 b)** Outline the opportunities you currently provide.  **6.1 c)** What further opportunities could you offer? | E.g., Opportunity for joining the EYATs “Wellbeing Forum”  Time set aside to listen to staff/colleagues/senior staff/childminders |
| **6.2 a)** How do CM/manager/owner look after wellbeing of themselves if no line manager?  **6.2 b)** Please provide a summary of the opportunities or resources for self-support. | E.g. Employee assistance programme, HR support  Peer support, organisations such as NDNA, PACEY, PLA. |

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| **7. Communicating Messages Home** | | |
|  | **Self-assessment questions (please complete all)** | |
| The purpose of these questions are to baseline your current practice around communicating messages about **MH&W** to the children’s home environment | **7.1** Do you currently send any information to the home environment? YES / NO  *E.g. in newsletters, on website*  If no, please add as an area for development | If yes, you can send an example if this does not exceed the 5 additional pieces of evidence allowable. |
| **7.1a)** If YES, please provide a summary of how you do this – what methods are used?  **7.1b)** How often do you communicate messages specifically about **MH&W**?  **7.1c)** What kinds of information (please provide examples) do you share with parents about **MH&W?**  **7.1d)** During what period / date was this information shared? |  |
| **7.2** Do you currently have any MH&W displays, or information e.g. display board or on your website?  If yes: -   1. How long has this display been in place? 2. What information are you currently displaying?   If no, please indicate that this is a target for development |  |
| **7.3** Have your discussions with parents and families identified that your communication about **MH&W** to the home environment could be improved? **Yes / No**  **7.3 a)** If yes, please indicate how you or your parents and staff feel it could be improved |  |

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| **Summary of areas identified to be developed further or training required** | **Submit to: - Heya@southampton.gov.uk** |
|  | 1. ***MH&W*** *policy* 2. *Completed award self-assessment form (including Environment rating scales scores and identified areas for development)* 3. *Supervision template*   ***Optional: Any additional supporting evidence you wish to send (max 5 items)*** |
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