

Identifying Need and Monitoring Impact of Whole School Wellbeing

To support pupils to thrive, a whole school approach to mental health and emotional wellbeing should be embedded according to the *unique needs* of the school community. It is also important that the outcomes of any initiatives and interventions are measured, and their impact monitored.

In order to understand the needs of your school community it is important to use a tool such as the [West Sussex Reflective Tool](#), which looks at the eight principles of the whole school approach to identify areas of need and areas of strength. For schools who have limited time, the [Implementation Self-Assessment Tool](#) (ISAT) may be used as an alternative.

The work around identifying need should be carried out on an annual basis. However, when it comes to monitoring impact, this needs to be done consistently on a regular basis throughout the year.

The [Outcomes Self-Assessment Tool \(OSAT\)](#) has been developed to enable settings to gather evidence around the outcomes of whole school approach work. This can be added to throughout the year, enabling settings to build a full picture of their work and the impact it is having.

Jeannette Morgan (Thought-Full advisory teacher for Chichester), uses a helpful analogy to describe this process of identifying need and monitoring the impact of whole school approaches:

"We could view the school or college setting as a river. We take fish out of the river for various interventions, play therapy, ELSA, school counselling, Thought-Full, Early Help, Dedicated Schools Team, Specialist Advisory Teacher services...

When the intervention finishes, the fish go back into the water.

The whole school approach to wellbeing determines the quality of the water they are returning to."