

Benthal School Mental Health & Well-being Policy



Updated: March 2021
Review Date: March 2022

Mental Health and Wellbeing Policy

The purpose of this policy is to provide a clear explanation of - the systems and procedures employed at Benthall to build and maintain the social and emotional mental health and wellbeing of our pupils and staff. This policy outlines the main approaches used to promote academic, social, mental health and wellbeing.

The Mental Health and Well-Being lead for Benthall is Jill Joseph – Assistant Head Teacher for Inclusion and Safeguarding. The ‘Specialist team around the school’ consists of The Assistant Head for Inclusion (Benthall) Education Psychologist (Independent), Inclusion specialist Teacher (Hackney Education), Mental Health Specialist and Speech and Language Therapist (National Health Service). This role of this team is to organise, monitor, evaluate and promote the Well-being action plan.

The Mental Health and Wellbeing working party consists of Assistant Head Teacher for Inclusion and Safeguarding, the learning mentor and class teachers. The role of this team is to organise and implement interventions and activities that promote the Wellbeing curriculum to increase resilience and improve access to learning.

Aims

We aim to promote the academic, social and emotional mental health and wellbeing of our pupils and staff by practising positive social emotional management and using positive communication. Our systems are grounded in Restorative Justice, trauma informed practice and building positive relationships. We aim to create a whole school ethos that promotes and develops resilience and the ability to self-regulate, leading to better self-image, confidence and learning.

In response to the new ways of working as a result of Covid 19, Benthall have prioritised the Mental Health and well-being of our pupils and staff by undertaking training to understand the effects of trauma and how this could potentially impact on some pupil's access to education and staff's capacity to recognise and manage their own responses and responsibilities.

Values

Benthall Values are at the heart of our aims to promote and support everyone to reach their full potential regardless of their starting point. In order to promote positive mental health and wellbeing, we have an understanding of the protective factors that can enable people to be resilient when they encounter challenges. Benthall will play a role in promoting the resilience of our staff and pupils. This is particularly important for people with less supportive home lives, who may not have a trusted person they can talk to. Schools should be a safe and affirming place where everyone can develop a sense of belonging and feel able to trust and talk openly about their successes and challenges.

Benthal's School Vision:

'At Benthal, we aspire to become confident life-long learners who have the skills to reach our goals. In creating a positive environment where everybody matters, we celebrate differences and respect ourselves and others.'

Benthal Values

"Learners, Achievers, Friends"

As Learners we:

- Are good listeners
 - Ask questions
- Are creative thinkers
- Are problem solvers
- Read widely to expand our minds

As Achievers we:

- Persevere and stay positive
- Take Pride in our work
 - Aim high
 - Are Resilient
 - Work hard

As Friends we:

- Resolve differences together
- Are trustworthy and honest
- Share, co-operate and work as a team
 - Respect our differences

To celebrate Benthal Values, Monday's whole school assemblies focuses on acknowledging one pupil from each class who has kept aspects of the Benthal Values during the previous week. Each pupil will be presented with a celebration certificate.

We recognise the following to be important in helping to create a positive climate within the school:

- A well-ordered school depends on good time keeping and positive relationships between parents/carers/pupils/ staff and visitors. (See Staff hand book)

- Children learn in a safe, calm, organised learning environment with emphasis on recognition, praise and positive reinforcement. This is enhanced through implementing our Codes for Anti Bullying (Appendix 1) and Lunch Time (Appendix 2).
- Staff adopt channels of communication that should be kept open, fair, consistent and (where appropriate) confidential.
- Staff will have high expectations of the children and set clear boundaries using Stay on Green.
- Staff will encourage children to reflect on the choices they make while offering opportunities for solution-focussed outcomes and restoration.
- Our approach will be consistent with all staff setting similar standards, acting as positive role-models and taking shared responsibility as co-regulators.
- Children, parents and carers feel supported, are kept regularly informed and involved in any challenging situation that arises.
- Staff promote an understanding of mental health and wellbeing through the Zones of Regulation, PHSE & RE curriculums where pupils are encouraged to develop tolerance, empathy and an understanding of themselves and of others.
- Staff promote positive well-being through the 'Enabling Enterprise' initiative where pupils demonstrate and develop the best models of leading, presenting, listening, staying positive, resilience, aiming high, creativity, problem solving and teamwork.
- 'Marvellous Me' is used to inform parents about their child's successful achievements and learning as an individual or as a member of their class. This resource provides opportunities for positive role- models to be recognised and celebrated by the school community.

Everyone has a community responsibility for keeping Benthall school a nice place to be.

'Stay on Green'

Benthall has personalised and adapted the Social, Emotional Mental Health resource 'Stay on Green'. This resource is a widely used in Hackney and is based upon Restorative Justice Practices. It is designed to encourage pupils to make positive choices about their responses. It provides visual cues to pupils about their choices and offers chances to celebrate good choices and opportunities to reflect and make amends if needed.

We recognise that behaviour is a form of communication – a pupil expressing an unmet social or emotional need that requires identification, understanding, empathy, acknowledgement and a consistent supportive response. We provide this response using co-regulation, the positive language of choice, restorative approaches of reflection and solution-focussed problem solving. Our response to a pupil's poor choices is to frame intervention positively. We will acknowledge the behaviour and change the 'Stay on Green' card accordingly, but we will also tell the pupil that they can make amends to restore a relationship and that we expect them to because we have seen them make many good choices in the past. It is then Benthall's expectation that the teacher actively looks for the positive change in order to praise the pupil and **change their card back to a green card as soon as possible. This should be done by the end of a session or once any 'time out'**

relating to the incident has been spent. Restorative justice is practiced because every person deserves an opportunity and support to redeem themselves and make good.

Stay on Green is used across the whole school from Nursery to Year 6, with slight variations in use between the Early Years Foundation Stage (nursery, reception), Key Stage 1 (Year 1-2) and Key Stage 2 (Year 3-6)

All classes display their Stay on Green Chart along-side the prompt sheets for Green, Yellow and Red. KS1 and EYFS will have a simplified version. **All children start each day on 'Green'.** According to the choices they make, they may stay on green all day or they may be changed to one of the colours in diagram 1. A child who has stayed on Green all day should be recognised as the child maintaining the expected standard of behaviour. Diagram 1 shows the sequences of 'Stay on Green' and how a child may arrive at/be awarded that colour. Diagram 2 explains each category of 'Stay on Green'.

Diagram 1

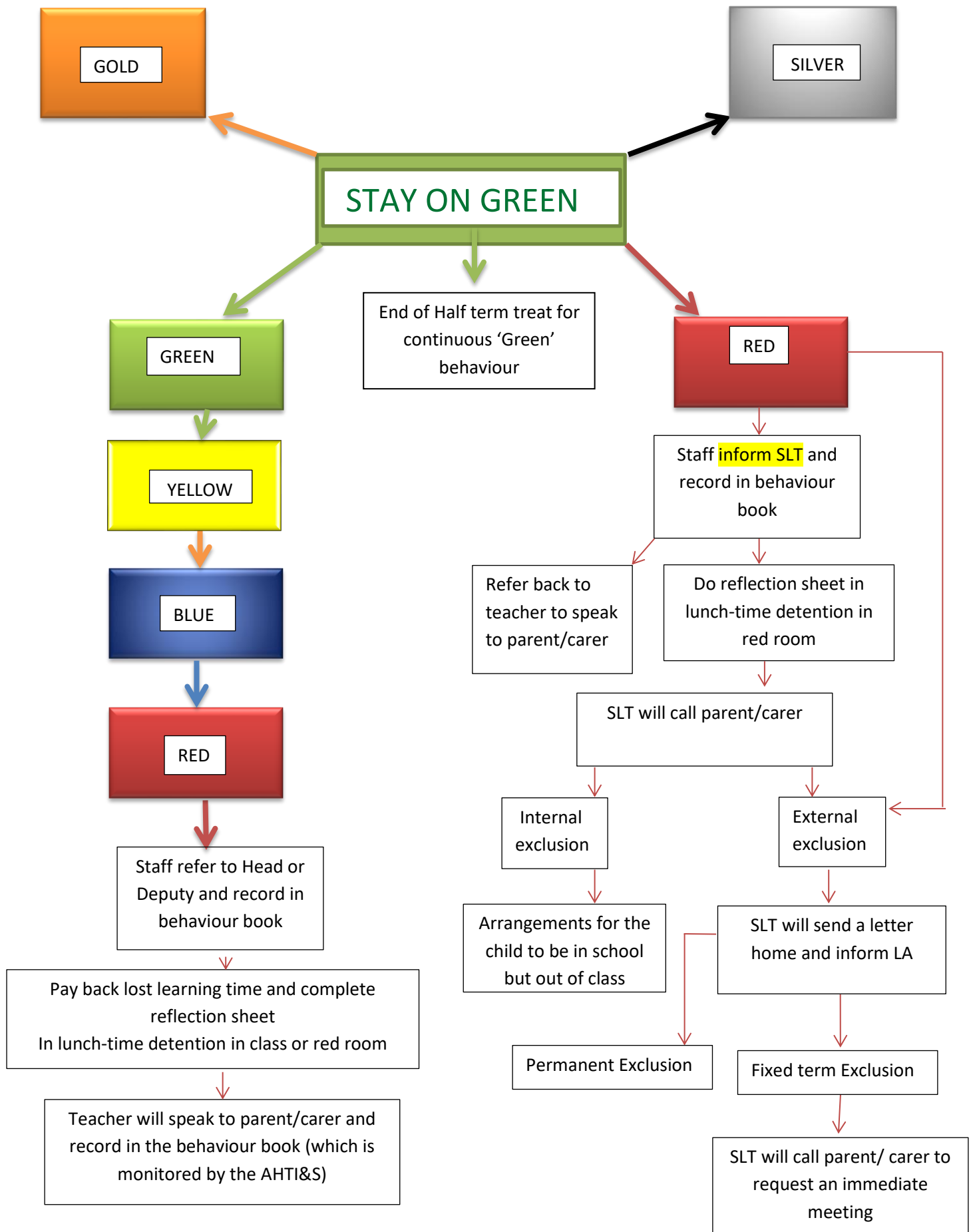


Diagram 2

<u>Colour</u>	<u>Criteria</u>	<u>Outcomes</u>
Gold	This represents the pinnacle of positive behaviour in school and should be awarded for outstanding behaviour.	Up to 2 Children per class, who receive a gold card will have their names recorded in the Gold Award Book and will be celebrated in assemblies with gold pencils. They will also be mentioned in the school newsletter fortnightly.
Silver	This represents consistent and continual excellence and could lead to a gold award.	Children who receive a silver card will be given silver stickers and will be recorded in the Behaviour Book. 10 stickers will earn a 'recognition meeting' the Head Teacher.
Green	Children follow the rules and expectations of the school at all times.	Children who 'Stay on Green' will earn a special 'End of half-term' treat to be decided by the teacher.
Yellow	After receiving an initial warning (verbal and or non-verbal) about poor choices a child will receive a yellow card.	Each yellow card results in the loss of 5 minutes of the next break time. A chance for reflection is offered to the child to think about how their choices have impacted upon themselves and others and ways to make amends.
Blue	Having received a yellow card, a continuation of the same or similar behaviour will result in a blue card being issued.	Each blue card results in the loss of 10 minutes of the next break time. A chance for reflection is offered to the child to think about how their choices have impacted upon themselves and others and ways to make amends.
Red	<p>This represents very challenging behaviour such as: Violence or swearing towards another person. (Further clarification later in policy)</p> <p>This card could also be a continuation of the negative choices that led to yellow and blue cards.</p>	A red card results in a lunch time detention with a member of the Leadership team, A chance for reflection is offered to the child. The child completes a reflection sheet' which gives them the opportunity to think about how their choices have impacted upon themselves and others and ways to make amends. The person who deals with this incident may inform parents and will request a meeting if the child has received two red cards in a week.

Classroom expectations

The expectations for 'Green behaviour' are set according to the schools rules 'We are Benthall'. (see Appendix 3)

These rules should be clearly on display in all classrooms and referred to when helping amend a pupil response.

All behaviour incidences will be recorded in the class 'Stay on Green' book. Serious incidences and concerns should be reported to a member of the SLT in writing using a

'Sharing concerns' form. Serious incidences or concerns involving pupils with SEND or subject to a Children's Social care plan should be reported to the AHTI&S in writing using a 'Sharing concerns' form.

Further clarification of red card criteria

The following list represents examples of what is deemed to be 'Red Behaviour'. It is by no means exhaustive, but gives firm indications of what types of behaviour we designate as red.

- Stealing.
- Any form of disrespect, rudeness or defiance towards another person.
- Any form of physical or verbal aggression.
- Any form of racism or sexism or name-calling (recorded in a separate incident book).
- Persistent/extreme bullying of another pupil by words or deeds.
- Deliberate vandalism of other people's property, school property or the building.
- Endangering yourself or others by running around the building or out of school.
- Any form of discrimination against religion, culture or any other difference.
- Any form of physical contact that results in harm to another person or object.

Red cards may also be issued for persistent poor choices as a continuation from yellow – blue – red. (See Diagram 1)

Staff must inform the Head or Deputy Head of any pupil who has received a red card. The parent/carer will be informed by phone. If the child has received two red cards in a week, a meeting will be arranged with the parent/carer to discuss the pupil's conduct and agree a plan of action.

Every child has a record chart in the class Behaviour Book. Whatever colour a child's card is at the end of the day should be recorded on the class behaviour book. A child's record can be left clear if they have remained on green for the whole day. (Recording should be done by the end of each day). These books will be monitored regularly by the AHTI&S. Major concerns or patterns are reported to SLT. All completed reflection sheets are stored with SLT where they can be referred to if or when necessary.

Strategies for pupils who continue to need support to self-regulate

Benthal is an inclusive school, we work hard to avoid fixed term or permanent exclusions. To this end, we may introduce further strategies to deal with continued poor choices and to support children in making better ones. These may include:

- Prompt completion of a Sharing Concerns form and discussion with the AHTI&S to agree actions and outcomes.
- Staff working as a team to support the child by meeting and agreeing actions and strategies to ensure a consistent approach.

- Nominating an adult or child to act as a co-regulator
- Child placed on daily/weekly report that will be monitored by a Senior Leader
- Daily home-school diary- to keep parents informed and share information from home.
- Individual Support Plan/Pastoral Support Plan.
- Support from outside agencies.

Strategies for dealing with challenging behaviour

As endorsed in the school's Positive handling Policy, Staff consistently use the positive strategies described in 'Stay on Green' to encourage acceptable conduct and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident.

- verbal acknowledgment of unacceptable behaviour with request for the pupil to refrain (this includes negotiation, care and concern);
- further verbal reprimand stating: this is the second request for compliance;
- an explanation of why observed behaviour is unacceptable;
- an explanation of what will happen if the unacceptable behaviour continues.
- warning of intention to intervene physically and that this will cease when the pupil complies.
- summon assistance from Senior leadership team.
- physical intervention – as a last resort, reasonable force being used to prevent a child harming themselves, others or property.

Differentiation of the Stay on Green system

We recognise that there are pupils who will need specific support to meet their Social and emotional mental health needs and that these pupils require a differentiated approach to managing their behaviour. In these instances, every effort will be made to keep these pupils included through:

- Individual Support plans (ISPs) with specific targets and strategies agreed by class team, parents and the pupil. These ISPs will be monitored on a weekly basis with the class team and Assistant Head of Inclusion and Safeguarding (AHTI&S). A review of the ISP will be held at week 6 with staff and parent/carers. At the time of review a decision will be made to either end the ISP, continue ISP with amended targets for a further 6 weeks or escalate to a Pastoral Support Plan (PSP).

- If a decision is made to place a pupil on a PSP, the AHTI&S will refer to the Inclusion team at Hackney Education Trust / Children's Social care to seek advice and support on next steps. PSP's are monitored daily with the class team and AHTI&S. A 4 weekly review will be held with all involved staff, services and parents/carers. At the time of review, a decision will be made to either continue with an updated PSP, return to an ISP with amended targets for a further 6 weeks or escalate to an application for an Educational, Health and Care plan, alternative provision such as a pupil referral unit or managed move to another mainstream or special school.

Should an incident or series of incidents be so severe that an exclusion of some form is necessary, we will follow the guidance laid down by Hackney Local Authority in conjunction with the following procedures:

- Members of the Senior Leadership Team (SLT) will decide whether to exclude and the type of exclusion. The advice of the AHTI&S will be sought if the pupil is on the school SEND or Safeguarding register.
- Members of the SLT will ring parents and complete paperwork immediately.
- Members of the SLT will inform relevant staff members as soon as possible.
- The Governors and Hackney Education will be informed of exclusions.
- On the morning of the pupil's return to school there will be a reintegration meeting between the pupil, parent and the Head Teacher. The AHTI&S may also attend this meeting if it involves a pupil with SEND or safeguarding status or if there is a concern that the pupil may need an assessment for SEND or a safeguarding concern arises.

Provision and interventions

Bentham ethos is driven by a curriculum that promotes inclusion. We teach a curriculum that supports social and emotional learning in the following ways.

Zones of Regulation to support the transition of pupils to the next year group and following any break in their education such as a lockdown, long-term illness or Summer holidays. The aim of this curriculum is to support children to learn sensory-awareness, self-awareness and self-regulation leading to improved resilience and enhanced access to learning opportunities.

The Zones of Regulation (ZOR) curriculum covers the following themes:

- Sensory Integration and regulation – how to recognise sights, sounds, feelings that affect emotions and how to respond in ways that are acceptable
- Emotional self-understanding and self-regulation – recognising own feelings and methods for managing feelings positively
- Executive functioning and controlling behaviours – how to control impulses, sustain attention, plan and problem-solve.
- Visual scaffolds – presenting abstract concepts in a more concrete, accessible form.
- Social skills - providing the language to better understand social perspectives and social emotional responses.
- Development of self-awareness – developing individualised internal regulation of social concepts and related skills.

Every child has access to 18 hours of ZOR curriculum taught in the Autumn term and revisited throughout the year. Dedicated times may be identified in Individual Education Plans (IEP's) Individual Well-being plans or Educational Health and Care Plans (EHCP's)

Personal, Health, Social Education (PHSE) curriculum covers themes such as:

- what is meant by a healthy lifestyle?
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- How to identify different influences on health and wellbeing

Every child has access to 39 hours of PHSE lessons each year.

Circle time

Circle time provides opportunities for a class to reach a consensus about what they would like their class environment to be like, as well as raise issues about individual and group responsibility for their class / school community. The aims of these sessions are to:

- Develop a community responsibility
- Develop positive relationships
- Develop social skills (speaking and listening, taking turns)
- Model Solution-focused problem-solving skills
- Remind about the principles of Restorative Justice/ ZOR
- Support in times of change/transition
- Provide reasons for specific events/incidences
- Increase motivation and interest

Every child has a minimum of 17.5 hours of circle time each year. Staff may choose to have additional circle times to discuss incidences or issues that have had an unexpected impact on the class/school community.

Mindfulness and Yoga

Mindfulness and Yoga both help children to practice paying attention, noticing what's happening outside and inside of them, as well as how their brain and body are feeling and letting it all be as it is. These skills help children cope with big emotions and challenging experiences. The aims of these sessions are to:

- Build confidence and self-esteem.
- Improve concentration and focus.
- Develop body and mind health
- Provide strategies to recognise and cope with stress and difficult emotions.
- Develop creativity and imagination.
- Sharpen and expand inner and outer awareness.
- Develop ability to self- calm and be still.

Every child has access to 5-10 mins of meditation every day.

Happy Playtime

Our outdoor gym, football pitch, climbing frames, adult led activities and play equipment in each designated area of the playground are supervised by a member of staff at every playtime. Each year group is allocated time in a different area each day. By demonstrating 'Green' behaviour, pupils have the opportunity to earn 'Green tokens' which contribute to a whole class reward jar. The class with the most 'Green tokens' on Friday will earn an extra playtime the following week.

Happy Lunchtimes

Through our Happy lunchtime initiative at Benthall we promote:

- Positive relationships between staff and pupils.
- Reinforcing and rewarding positive behaviour.
- Supporting and encouraging pupils to make healthy food choices.
- Encourage pupils to hold all staff in the same respectful regard whatever the adult's role or job title.

Happy Lunchtime has a timetable for the use of the hall, a code of conduct and a reward system. (see appendix 2)

Happy Lunchtime has specific arrangements in the event of 'Wet Play'.

Marvellous Me

Marvellous Me is a simple and effective online tool that allows staff to give parent, carers and other family members good news about their child's achievements. Badges are awarded for green, bronze, silver and gold behaviour as well as effort or progress in activities such as Creative curriculum, Reading, Writing and Maths.

Each pupil should be awarded at least one badge in one of the given activities every week.

Badges

- Benthall Award (learners, achievers and friends) - earned by one pupil each half term
- Class Attendance – Head teachers award at Monday assembly given to the class with the highest percentage of attendance. Teachers will send this badge to every pupil.
- Teamwork
- Confidence
- Friendship
- Good listening
- Resilience
- Good work

Assessing Social, Emotional and Mental health

Observations and analysis of pupil's responses help us begin to understand the motivation and drivers of the communication. This information provides insights that can be used to better meet the pupil's needs. Identifying the underlying causes of the responses can:

- Highlight triggers and patterns of responses
- Help staff to respond more effectively and appropriately to the pupil (co-regulate)
- Help staff modify the environment to reduce the likelihood of further unwanted responses
- Ensure that interventions are well matched to meeting the pupil's needs

Specialist Interventions to promote Social, Emotional and Mental Health

Staff and pupils will have the support of the Learning mentor (LM) to promote and manage behaviour positively in the playground during most play times and all lunchtime breaks.

The Learning Mentor will provide 1-1 or group interventions to help pupils to

- Develop self-awareness, self-confidence and self-esteem
- Recognise and manage their own and other's feelings and emotions
- Develop emotional regulation
- Develop social communication skills
- Develop play skills
- Develop skills to manage transitions and/or changes
- Develop skills to make, maintain and manage relationships

The LM will provide daily counselling sessions that pupils can self-refer to if they require support dealing with difficult situations at home or school. The LM will also facilitate problem solving or give advice on next steps.

Concerns about a pupil's social and emotional mental health needs should initially be reported in writing to the AHTI&S using a 'Sharing concerns' form. An agreed outcome from this report may be a referral to the LM for a specific intervention.

Monitoring 'Stay on Green'

We believe that any system is only as good as the consistency of approach and practice and to that end the procedures laid out above are to be monitored by the Senior Leadership Team. All levels of responses, whether based around positive choices (Green, Bronze, Silver and Gold) or based around poor choices (Yellow, Blue or Red) will be recorded systematically by class staff (or nominated monitor) to ensure the following outcomes:

- Children are recognised and celebrated for making positive choices.
- Children are set firm, fair and clear boundaries and that when those boundaries are challenged the agreed, appropriate responses are put in place.
- Patterns of behaviour are identified and addressed promptly via early intervention.

Senior Leaders will monitor the systems by looking at incident record books, reflection sheets, Gold/Celebration books and by visiting classrooms to support teachers and children where required.

Differentiation of the 'Stay on Green'

You may notice slightly different methods of presenting the system in different Key Stages. The systems, ethos and procedures are the same and hold for all children in the school. We believe a slightly different presentation is required for younger children. In Key Stage1 & 2 each class has a chart with individual pockets for each child where their colour of card is displayed.

In EYFS it is presented in a different way that may be unique to those classes and reflect their needs accordingly. In this way the children may have a picture of themselves that is moved to a particular area of the chart to indicate how well they are making choices with a much-simplified version of the scheme using only 4 colours – Gold, Green, Blue and Red.

Staff Wellbeing

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

Promoting wellbeing at all times

The adults who work at Benthall are our most valuable asset, therefore staff wellbeing has to be a priority.

All teaching and support staff are trained and coached to increase understanding of mental health and in how to build resilience and promote wellbeing for themselves and for their pupils.

Staff skills, knowledge and understanding are continually being reviewed and updated through a range of approaches to staff development that includes formal learning, coaching, group and individual reflection.

Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills,
- Provide a non-judgemental and confidential support system to their staff

- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation

Role of Senior Leaders

Senior leaders are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce strategic calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services
- Organise extra support during times of stress, such as Ofsted inspections, return to school plans (following lockdowns)

Role of the governing board.

The governing board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the head teacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

Evaluation of this Well-being policy

Pupils and staff are subject to the conditions set out in the Well-being policy therefore it is essential to seek their views and opinions in order to encourage cooperation and commitment to the principles and ethos of maintaining a positive working and learning environment.

Pupils are asked to give their opinions regarding the effectiveness of Benthall's Well-being policy by completing a termly pupil voice survey. Information from these surveys identify areas for development, inform plans for staff training, prioritising of interventions and the purchase of resources.

Staff will have an opportunity to evaluate the Well-being policy before it is finalised and published to all stakeholders. A termly survey of staff views will be used to prioritise actions needed to promote staff wellbeing. Information from these surveys will be used to identify areas for development of staff wellbeing and inform plans for staff training.

Termly scrutiny of the class Stay on Green record book and reflection sheets provide information and data that help evaluate the effectiveness of Benthall's Mental Health and Well-being policy

Monitoring arrangements

This policy will be reviewed annually by the Assistant Head teacher for Inclusion and Safeguarding. At every review, it will be approved by the Full Governing Board or the board may delegate to the Curriculum & Standards Committee led by Chair of Governors and the Head teacher of Benthall Primary school.

Complaints or Compliments

Reading this Well-being policy, good communication and the prompt, early involvement of pupils and staff should reduce the likelihood of complaints but may not eliminate them.

Please feel free to share positive comments or feedback via the office if you are happy with this Mental Health and Wellbeing Policy. If you are unhappy about any aspect of the policy, please inform the office and we will attempt to resolve or make good.

All complaints should be made using Benthall school's Complaints Policy.

All complaints will be investigated through Benthall school's Complaints Policy.

Other relevant policies

Other relevant policies that cross reference with this one are:

- Positive Handling Policy,
- Safeguarding and Child Protection Policy (Addendum Jan 21)
- SEND Policy
- Equalities Policy
- Exclusion Policy
- Health & Safety Policy
- Staff code of conduct

All of these policies are available on the school website.

Appendix 1



Benthal

Anti-Bullying Code

If you see someone being bullied:

- DON'T rush over and take on the bully.
- DON'T join in.
- DO let an adult know.
- DO try and be a friend to the person being bullied.

If you are the victim of bullying:

- TELL an adult in the school.
- TELL your family.
- KEEP telling people until you feel safe.
- TAKE A FRIEND with you to report the bullying if you are scared to go alone.
- DON'T blame yourself for what is happening.

Happy Lunch/playtimes



Benthal's Lunch Time Code of Conduct

- We always listen to the adults;
- We walk in a line quietly;
- We queue and wait sensibly;
- We leave the tables tidy and do not waste food;



- We always say 'Please' and 'Thank you'.



We are Benthall



- We are truthful and honest
- We are kind and polite in what we say and do
- We look after all school property
- We are calm, sensible and safe around the school
- We look and listen when others are speaking
- We always say 'please' and 'thank you'
- We always try our best in everything we do