

Benthal School Mental Health & Well-being Policy



Updated: November 2024
Review Date: November 25

Mental Health and Wellbeing Policy

The purpose of this policy is to provide a clear explanation of the systems and procedures used at Benthall to build and maintain the academic, 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.

We follow the guidance set out in Hackney Education's well-being policy 'No need to exclude'

<https://www.hackneyservicesforschools.co.uk/extranet/no-need-exclude>

Definition of Mental health and wellbeing

Hackney Education provide the following definitions of Wellbeing:

Social and emotional wellbeing provides the essential foundations for healthy behaviours and educational attainment. It helps prevent behavioural problems and mental illness. For the purposes of our No Need to Exclude strategy, the following definitions apply:

- emotional wellbeing - this includes being confident, happy and not depressed
- psychological wellbeing - this includes the ability to be autonomous, problem-solve, manage emotions, experience empathy and be resilient
- social wellbeing - this includes the ability to have good relationships with others and to avoid engaging in disruptive, aggressive or bullying behaviour (NICE, 2014)

The Mental Health and Wellbeing 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 (Hackney Education), Specialist SEND Inclusion Teacher (Hackney Education), Mental Health Consultant (HE/WAMHs) and Speech and Language Therapist (National Health Service). The role of this team is to organise, deliver, monitor, evaluate and promote Benthall's Well-being action plan.

Aims

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

Benthall have prioritised the Mental Health and well-being of our pupils and staff by undertaking regular 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

Benthal 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. Benthal will play an active role in promoting the wellbeing and 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 Benthall Values, Monday's whole school assemblies focuses on acknowledging one pupil from each class who has exemplified aspects of the Benthall Values in the previous week. Each pupil will be presented with a celebration certificate and/or gold pencil. (see appendix 1)

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 2) and Lunch Time (Appendix 3).
- 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, PSHE & 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.

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

'Stay on Green'

Benthal has personalised and adapted the Social, Emotional Mental Health resource 'Stay on Green' to incorporate the principles of 'Zones of regulation' and reflective practices. 'Stay on green' is a widely used in Hackney and is based upon the principles of Restorative Justice. 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 in the form of co-regulation. We provide this response using co-regulation from an adult or older peer, 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 that has been harmed by their words or actions and that we expect them to because we have seen them make many good choices in the past. It is then Benthal'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 support to redeem themselves and an opportunity to '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 Reflection. 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

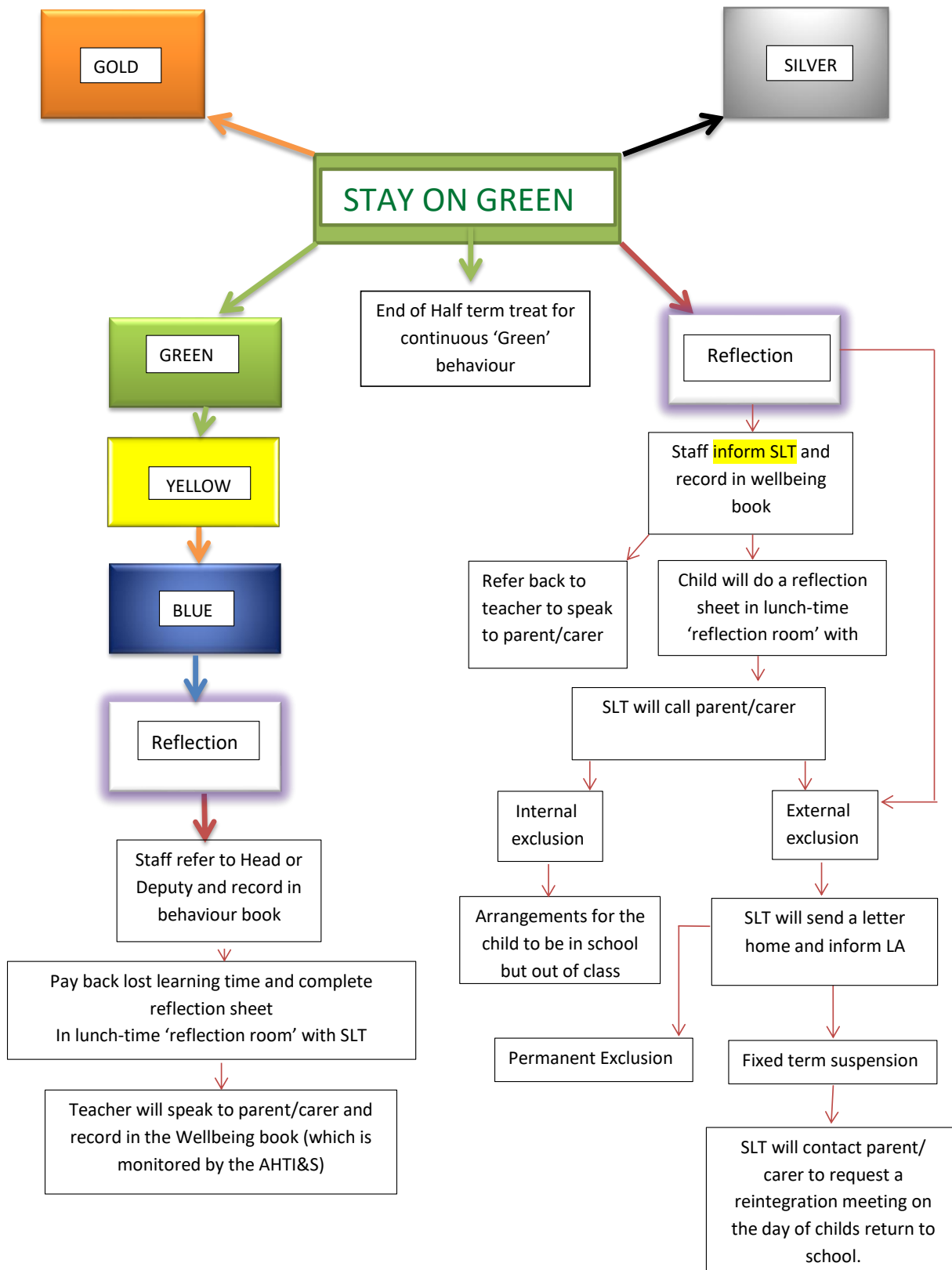


Diagram 2

| <u>Colour</u> | <u>Criteria</u> | <u>Outcomes</u> |
|----------------------|---|---|
| Gold | This represents the pinnacle of positive regulation in school and should be awarded for outstanding conduct. | 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 Silver record card. 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 conduct 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. |
| Reflection | <p>This represents very poor or serious dysregulation (Further clarification and definitions are below)</p> <p>This card could also be a continuation of the choices that led to yellow and blue cards.</p> | A 'Reflection' card results in a restorative conversation with a member of the Leadership team at lunchtime, The child completes a reflection sheet which gives them the opportunity to think about how their choices have impacted upon themselves and others and find ways to make amends. The member of SLT who dealt with this incident may inform parents and will request a meeting if the child has received two reflection cards in a week. |

Classroom expectations

The expectations for a child to 'Stay on Green' are set according to the schools rules 'We are Benthall'. (see Appendix 4)

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

All incidences will be recorded in the class 'Stay on Green' book. Serious incidences that generate safeguarding concerns should be reported using Benthall online safeguarding platform <https://myconcern.education/>

Serious incidences or concerns that led to a reflection card involving pupils with SEND or subject to a Children's Social care plan should be reported using <https://myconcern.education/> and also be brought to the attention of the AHTI&S.

Definitions

Poor regulation is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork due to refusal
- Poor attitude
- Use of unpleasant/hurtful language – insults, swear words, name-calling etc.

Serious dysregulation is defined as:

- **Any** form of bullying - physical, verbal, in person or online
- Repeated breaches of the school rules that causes harm to themselves or another person
- Sexual violence, assault (sexual touching with or without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting (including banter)
 - Physical contact such as interfering with another person's clothes or hair
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory comments or actions
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

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

Staff must inform the Head or Deputy Head of any pupil who has received a reflection card. The parent/carer will be informed by phone/email. If the child has received two reflection 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 Wellbeing Book. Whatever colour a child's card is at the end of the day must be recorded in the class Wellbeing 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 by the AHTI&S. Through monitoring, concerns or patterns may become apparent. These are then reported to SLT for investigation. 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 concerns reported using <https://myconcern.education/>
- discussion with the class team and AHTI&S to agree roles and responsibilities.
- Staff working as a team to support the child by meeting and agree actions and strategies to ensure a consistent approach.
- Nominating an adult or older 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 about their child's school day and share information from home.
- Pastoral Support Plan (PSP) or Pupil Education Plans (PEP).
- 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 dysregulation in a child threatens good order and discipline, some or all of the following approaches may be taken according to the circumstances of the incident.

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

Adaptation 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 children require an adapted approach to maintain regulation. In these instances, every effort will be made to keep these children included through:

- Individual Support plans (ISPs) with specific targets and strategies agreed by class team, parents and the child. 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 the 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 child on a PSP, the AHTI&S will refer to the Re-Engagement Unit at Hackney Education / 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, a referral to an alternative provision such as a pupil referral unit or managed move to another mainstream or special school.

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 Reflection) 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 dysregulation 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 White.

Bentham follow the guidance set out in Hackney Education policy 'No need to exclude'.

<https://www.hackneyservicesforschools.co.uk/extranet/no-need-exclude>

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/ 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 exclusion.
- On the morning of the pupil's return to school there will be a reintegration meeting between the pupil, parent and the Headteacher. 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.

Anti-Bullying

The Anti-Bullying Alliance give an easy to read definition of bullying as:

"People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop"

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|--|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Benthal primary school has been a member of the Anti-bullying Alliance since Sept 2022. Every Autumn term we use resources, assembly and lesson plans to run an annual Anti-bullying week.

In order to encourage pupils to reach out and unite against bullying, it is crucial that the school environment is safe and supportive for pupils. If a child feels safe and supported at school, it makes it easier for them to ask for help if they need it, and creates a sense of community among pupils and staff.

All staff (including non –teaching staff) receive regular information and training about managing and responding to incidences of bullying in termly Safeguarding training Insets and staff meetings.

All pupils attend half-termly assemblies on the theme of bullying and anti-bullying.

All pupils have PHSE lessons throughout the year that addresses different aspects of bullying such as 'the definition of bullying' 'Keeping yourself safe' 'The different roles that children may adopt in an incidence of bullying' 'conflict resolution' and 'when to seek help'.

Pupils are encouraged to report incidences of bullying directly to a member of staff. Each September pupils are supported to identify their 'helping hands' – the adults or peers who they can go to if they need to talk or need help/advice. Pupils can raise awareness of concerns using the class 'worry boxes'. The 'Worry boxes' are monitored by the class teacher and issues addressed in whole class circle times or PHSE lessons.

All staff have had training to use our online safeguarding platform – My Concern – to report incidences of bullying. Racist/sexist/homophobic comments are also reported to Hackney Education and recorded in a dedicated Record Book kept by the head teacher.

Parents are encouraged to report incidences of bullying to the office or a senior leader in person or via phone/email/letter.

Reports of bullying are taken very seriously at Benthall primary. Every person deserves to feel safe from bullying at all times. When a report of bullying has been received, an investigation is launched immediately by a member of the Senior Leadership team (SLT) The investigation usually involves interviewing all of the involved parties. The senior leader will contact parents in all instances of bullying. The senior leader may meet with staff members to discuss possible outcomes. They will then make a decision about the next step – for example 'is there a need for reflection by some/all involved parties'? 'What needs to happen to repair, make amends or restore the relationship?' Does the seriousness of the incident warrant a referral to a partner agency such as Children's services or the Metropolitan police?

Benthall school has a duty of care for all parties involved in an incident of bullying. Including looking into the underlying causes that may have motivated the perpetrator and putting in the appropriate support and advice for that person.

Provision and interventions

Benthall 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. <https://zonesofregulation.com>

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 the ZOR curriculum taught in the Autumn term and revisited throughout the year. Dedicated times may be identified in Individual Education Plans (IEP's) Pupil Support plans (PSPs) or Educational Health and Care Plans (EHCP's)

Personal, Health, Social Education (PHSE) 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 explanations/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.

Assessing Social, Emotional and Mental health

Observations and analysis of children's responses help us begin to understand the motivation and drivers of the communication. Information from observations can provide insights that can be used as guidance to meet the child's needs. Identifying the underlying causes of the responses can:

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

Bentham use 'Strength and difficulties questionnaire' (SDQ) and The Boxall Profile to assess children's responses, identify underlying causes, plan and deliver personalised support interventions.

Interventions to promote Social, Emotional and Mental Health

Staff will promote positive responses and help children to manage relationships in the playground by supporting children 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

Staff Wellbeing

This Mental Health and wellbeing 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

Comment [JJ1]:

Comment [JJ2]:

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

All teaching and support staff have received training in 'Trauma-informed practice', 'Five to thrive' and 'Understanding unconscious Bias' to increase understanding of mental health and 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 parents and carers

All parents and carers are expected to:

- Be their child's first teacher (wherever and whenever possible)
- Be an active supporter of their child's mental and physical health
- Treat others as they would expect to be treated
- Model positive language, respect and good manners towards others
- Keep in mind the workload and wellbeing of the school staff they come into contact with
- Be an active advocate and promoter of the school's published aims and values.
- Contribute towards promoting a positive, celebratory view of Benthall School in the wider community
- Abide by the Home-school contract and all Benthall Policies

Parents and carers, where possible, should:

- Get to know the school's Mental health and wellbeing policy and reinforce it at home where appropriate

- Support their child in adhering to the school's Mental health and wellbeing policy at school
- Inform the school of any changes in circumstances that may affect their child's ability to follow the school's Mental health and wellbeing policy
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following Dysregulation (for example: attending meetings in person or online)
- Raise any concerns about the management of mental health and wellbeing with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's conduct and the school's policy, and working in collaboration with them to tackle mental health and wellbeing issues.

Role of the children

Children will be made aware of the following during their induction into the school culture:

- The expected standard of conduct that they should be displaying at school – displayed in classes and explained regularly at assemblies
- That they have a responsibility to follow this Mental health and wellbeing policy
- The school's key rules and routines – Benthall Values
- The rewards they can earn for meeting the Stay on Green standard, and the consequences they will face if they don't meet the standard
- That pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's Mental health and wellbeing policy.

Pupils will be asked to give feedback on their experience of this policy three times a year (termly) using Pupil Voice surveys to support the evaluation, improvement and implementation of the Mental health and wellbeing policy.

Extra support and induction will be provided for pupils who are mid-term arrivals.

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 reflection areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

Staff are responsible for:

- Creating a calm and safe environment for pupils and each other
- Establishing and maintaining clear boundaries of acceptable pupil conduct
- Implementing this Mental health and wellbeing policy consistently
- Communicating the school's expectations, routines, values and standards through teaching/modelling Mental health and wellbeing principles in every interaction with children
- Providing a personalised approach to the specific mental health and wellbeing needs of particular pupils (identified in the child's well-being plan)
- Considering their own conduct on the school culture and how they can uphold and promote school rules and expectations
- Recording mental health and wellbeing incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to mental health and wellbeing incidents.

Role of Head teacher and Senior Leaders

The head teacher and 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.
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Manage a non-judgemental and confidential support system for staff
- Monitor the physical/mental health and wellbeing of staff through regular surveys
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Make sure job descriptions and personal targets are kept up-to-date, with clearly identified roles and responsibilities.
- Provide all staff members with an opportunity to reflect on their contributions, review previous targets and set new targets during Annual Performance Management meetings

- 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
- 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

The head teacher is responsible for:

- Reviewing this policy in conjunction with the Benthal Board of governors.
- Approving this policy
- Ensuring that the school environment encourages the main principles of this policy
- Ensuring that staff deal effectively with children who may require more support
- Monitoring that the policy is implemented by staff consistently with all groups of pupils

- Ensuring that all staff understand the mental health and wellbeing expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's mental health and wellbeing culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in mental health and wellbeing management, trauma-informed practice and the impact of special educational needs and disabilities (SEND) and mental health needs on mental health and wellbeing, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils sanctions, co-regulation and other support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

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 (an agenda).
- Provide a clear and fair record of any subject monitoring meetings

Managing specific wellbeing issues

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

Where possible, support will be given by the head teacher. 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

Parents, children and staff are subject to the conditions set out in this Mental health and wellbeing 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 positive working relationships and a conducive 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. An annual 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 staff, the full governing board led by Chair of Governors, Stella Sandford and the Head teacher of Benthall Primary school, Louise Drew.

Complaints or Compliments

Reading this Mental health and Wellbeing policy should promote a better understanding, promote good communication and ensure a consistent approach to

Mental health and wellbeing at Benthall Primary school. The prompt, early responses of staff towards concerns from parents, staff and children should reduce the likelihood of complaints escalating.

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 contact the office or refer to Benthall school's Complaints Policy.

Other relevant policies

Other relevant policies are:

- Positive Handling Policy,
- Safeguarding and Child Protection Policy
- 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



Appendix 2



Benthal Values

As learners we:

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

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

Appendix 3