

Benthal School Social and Emotional Mental Health Policy



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Social and Emotional Mental Health 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 - to Governors, staff, parents and pupils. This policy outlines the three main strategies used to promote social, emotional mental health and wellbeing - Stay on Green, Marvellous Me and Happy Lunchtimes. The Social and Emotional Mental Health lead for Benthall is Jill Joseph – Assistant Head Teacher for Inclusion and Safeguarding.

Aims and Values

We aim to promote the social and emotional mental health and wellbeing of our pupils by practising positive behaviour management and using positive communication. Our systems and approaches are grounded in Restorative Practice and principles. We aim to create a curriculum and a whole school ethos that promotes and develops children's positive self-image and self-esteem.

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 most effectively in a calm, organised learning environment with emphasis on recognition, praise and positive reinforcement.
- To maintain good behaviour staff need to have high expectations of the children and to set clear boundaries and consequences.
- This must be consistent and fair, with all staff setting similar standards and acting as positive role-models and taking shared responsibility.
- We are careful not to label children, but to label and discuss behaviour and the choices that children make.
- Children, parents and carers feel supported if there is a problem and are regularly informed and involved.
- We adopt channels of communication that should be kept open, fair, consistent and (where appropriate) confidential.

Benthall Values are used to reinforce and prompt our positive behaviour process.
(Appendix 1)

'Stay on Green'

Benthal 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 behaviour. It provides visual cues to pupils about their choices and offers chances to **celebrate good choices and opportunities to reflect and make amends if those choices were not so 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 (see appendix 2)

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 the following table. The fact a child has stayed on Green all day should be recognised as the child displaying the expected standard of behaviour. The flow chart (see appendix 3) also shows the consequences of reaching a certain colour and how a child may arrive at/be awarded that colour.

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.

Positively Framing Intervention

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 response. We provide this response using 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 change their behaviour 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 concerned and **change their card back to a green card as soon as possible. Every child deserves an opportunity to redeem themselves and make good.**

Assessing Social, Emotional and Mental health

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

- Highlight triggers and patterns of behaviour
- Help staff to respond more effectively and appropriately to the pupil
- Help staff modify the environment to reduce the likelihood of further behaviours
- 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.

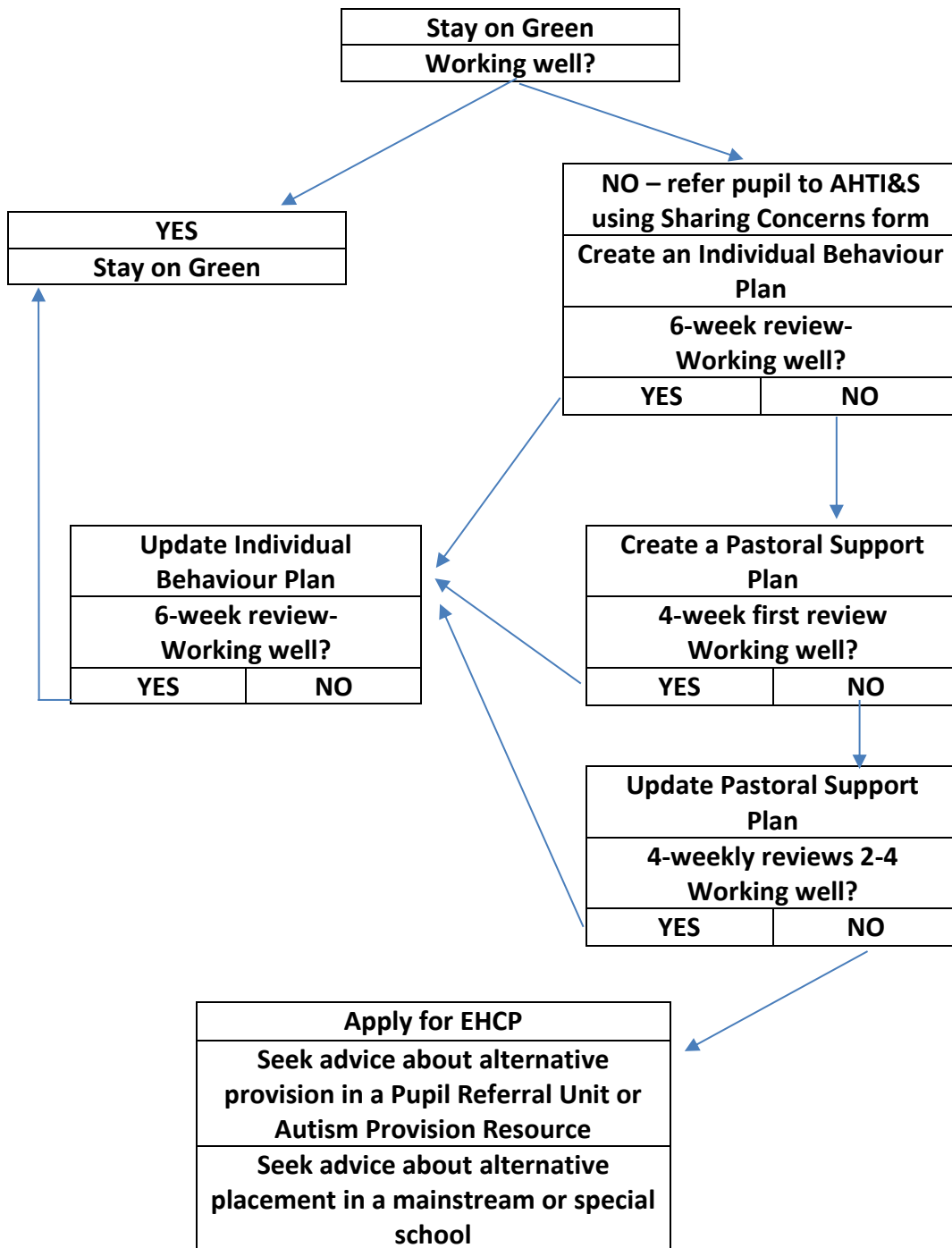
Concerns about a pupil's social and emotional mental health needs should initially be reported in writing to the AHTI&S using a 'Sharing concerns' form. An agreed outcome from this report may be a referral to the LM for a specific intervention.

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 Behaviour plans (IBPs) with specific targets and strategies agreed by class team, parents and the pupil. These IBPs will be monitored on a weekly basis with the class team and Assistant Head of Inclusion and Safeguarding (AHTI&S). A review of the IBP 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 IBP, continue IBP 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 Learning 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 IBP with amended targets for a further 6 weeks or escalate to an application for an alternative provision such as a pupil referral unit or managed move to another mainstream or special school. (see Diagram 1 below)

- **Diagram 1:**
Benthal Graduated Approach to managing Social and emotional Mental Health



STAY ON GREEN

<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.	Children 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 trip to 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	This represents very challenging behaviour such as: Violence towards another child or adult or swearing at staff or children. (Further clarification later in policy) This could also be a continuation of the negative choices that led to yellow and blue cards.	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 to think about how their choices have impacted upon themselves and others and ways to make amends. The person who deals with this incident will inform parents and may arrange 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 Benthal'. (see Appendix B)

These rules should be clearly on display in all classrooms and referred to when giving out a reward or consequence.

Further clarification of red card behaviour

The following list represents examples of what is deemed to be 'Red Behaviour'. It is by no means exhaustive, but gives indications of what types of behaviour we define 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 or extreme bullying of another pupil by words or deeds.
- Deliberate vandalism of other people's property, school property or the building.
- 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. (Appendix A)

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. (See diagram 1 – Benthal Graduated approach to behaviour)

Whatever colour a pupil's card is at home time should be recorded in the class behaviour book. (This should preferably be done by the end of each day). These books will be monitored regularly by the AHTI&S, reported to SLT and recorded on the child's SIMS record. All completed reflection sheets should be sent to the AHTI&S to be monitored.

Further Strategies for 'Red behaviour'

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 or to support children in making better ones. These may include:

- 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 Behaviour Plan/Pastoral Behaviour Plan.
- Staff working together as a team to support the child by meeting and agreeing strategies to ensure a consistent approach.
- Completion of a Sharing Concerns form and discussion with the AHTI&S to agree actions and outcomes.
- Support from outside agencies.

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 the 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 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 the Learning Trust 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 Headteacher. The AHTI&S may also attend this meeting if it involves a pupil with SEND or if there is a concern that the pupil may need an assessment for SEND.

Monitoring Incidents

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 behaviour 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 positive choices and good behaviour.

- Children are set firm, fair and clear boundaries and that when those boundaries are challenged the agreed, appropriate consequences 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 books, looking in Gold/Celebration books and by visiting classrooms to support teachers and children where required.

Presentation of the System

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 Stage 1 & 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 3 colours – Gold, Red and Green.

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 behaviour 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.

All staff have received accredited 'Team Teach' training in Positive behaviour management and the use of reasonable force.

Happy Playtime

Activities and equipment in each designated area of the playground are supervised by a member of staff at every playtime. Each class 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 4)

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

Evaluation of the SEMH and well-being

Pupils are bound by the conditions set out in the SEMH policy therefore it is essential to seek their views and opinions in order to encourage cooperation and commitment to the principles and ethos of 'Stay on Green', 'Happy lunchtime' and 'Marvellous me'.

Pupil voice also provides a balance of views when reviewing this policy,

Pupils are asked to give their opinions regarding the effectiveness of the SEMH and 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.

The school council's views are also sought to improve the quality of the SEMH policy.

Termly scrutiny of the class behaviour record books provides information that help evaluate the effectiveness of our SEMH and well-being policy.

Complaints or Compliments

The availability of a clear policy about how we support the social and emotional wellbeing of our pupils and the early involvement of parents regarding concerns or incidences 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 the service provided to you and your child. If you are unhappy about any aspect of the services, please inform the office and we will attempt to remedy any difficulties promptly.

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
- SEND Policy
- Equalities Policy
- Exclusion Policy,
- Health & Safety Policy,
- Policy.

All of these policies are available on the school website.

All Appendices are available on the 'Q' drive in 'All Staff' in the 'Policies' file.

This policy will be reviewed in January 2020

Appendix 1

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

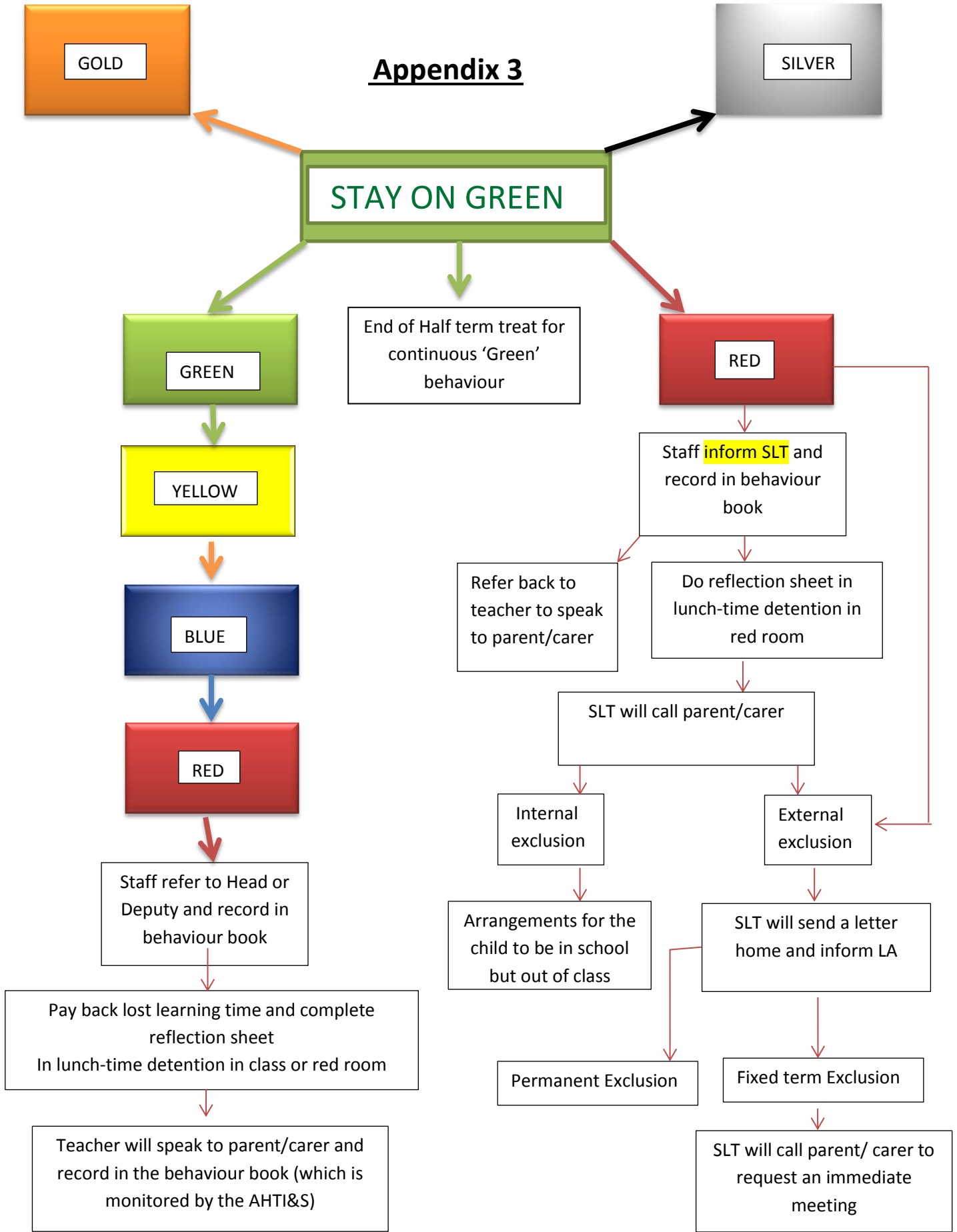
As friends we:

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

Appendix 2

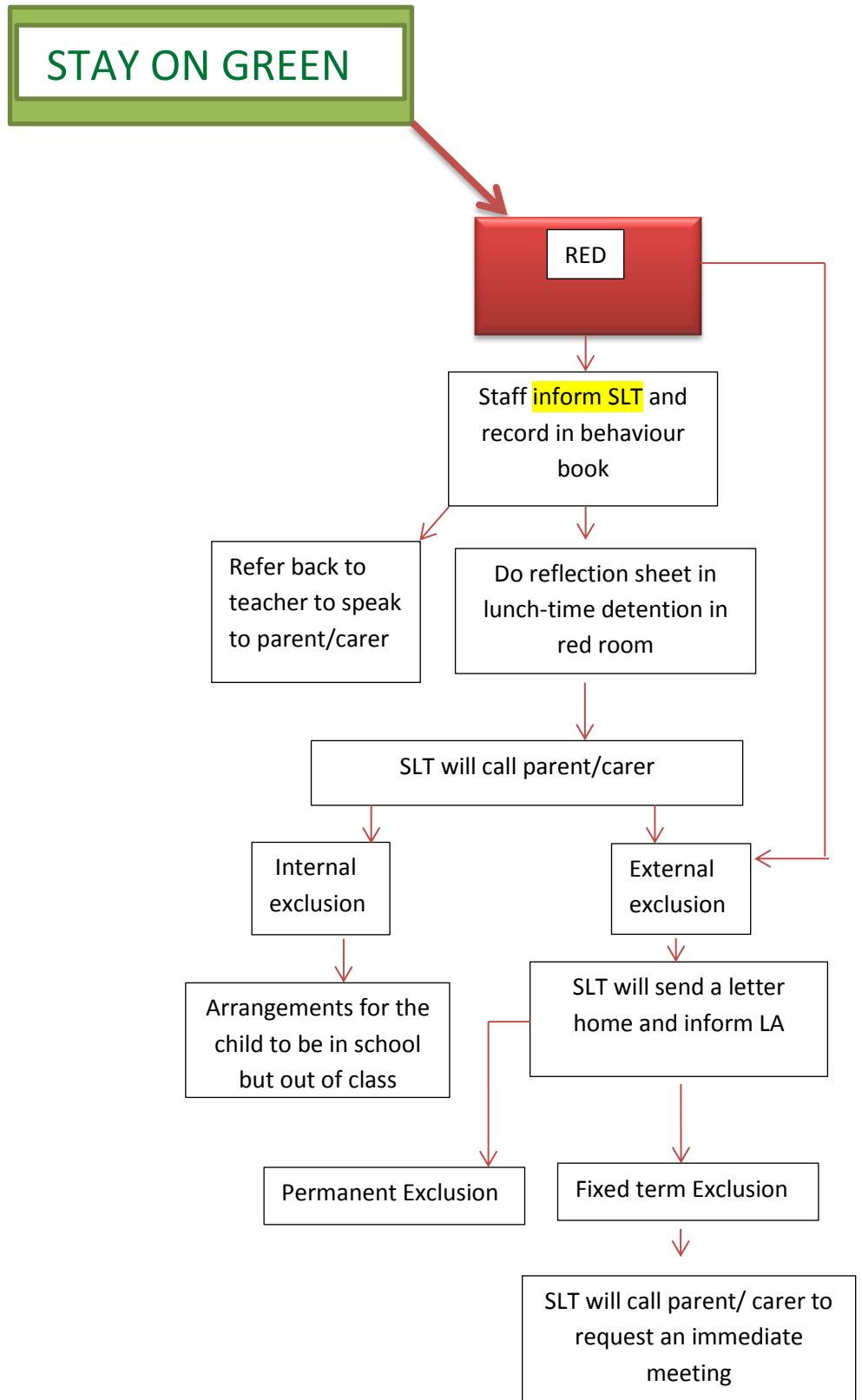
Class rules

Appendix 3

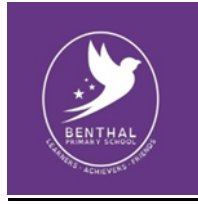


Appendix 4

Happy Lunch/playtimes



Appendix 5



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'.



Appendix 6



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.