

Cliftonville Primary and Pre-School Whole School Accountability Framework

The following table provides an accountability framework, identifying the roles, responsibilities and reporting lines of all staff to ensure the integration of emotional wellbeing and mental health throughout the school and ensuring the successful completion of the Wellbeing award.

	SEN	My own MHW	Others MHW	Safeguarding	Pupil Premium	Parental Engagement
Headteacher	Oversee all provision for SEND children.	Attend supervision regularly.	Oversee provision of services such as supervision or counselling where necessary. Have an open door policy for staff and discuss concerns. Be aware of mental health triggers and signs to support staff across the school.	Have overall responsibility of all safeguarding including recordings, reporting, decision making in the school. Provide staff training yearly and on going on Safeguarding including mental health triggers and signs. Lead DSL	Oversee the funding allocation of pupil premium money and to monitor progress and attainment of pp children.	Be a regular visible presence at beginning and end of school day. Immediate access via email PTA Regular meetings with parents Communicate with parents via newsletters, website and Facebook page about events and achievements of the school.
SLT	Oversee the provision for SEND in their year groups. Provide support to children with emotional and	Ensure own wellbeing is looked after as well as those of their team. Attend supervision if necessary.	Have an open door policy for staff and discuss concerns. Be aware of mental health triggers and signs	DSL SLT's to have responsibility of safeguarding practice. Hold weekly meetings to discuss children on safeguarding list.	Know who the pupil premium children in their year groups and monitor progress.	Build good relationships with parents in the year groups they oversee and across the school, through visible presence at the

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	behavioural needs across the school. Ensure staff feel supported with challenging children's behaviours.		to support staff across the school. Have close relationships with staff in the year groups they oversee to support them in their job, and with their wellbeing. Ensuring workload is balanced.	Participate in the weekly meetings to discuss children on safeguarding list. SLT's to report to DSL's any concerns about children across the school. SLT head of wellbeing and mental health to meet weekly with welfare team to discuss children and parents of concern and put in a plan of action. Use CPOMs to report concerns.		beginning and end of the school day. Communicate via social media and newsletters about achievements and events of their year group. Meet with parents of children of concern to discuss support programmes to be put in place.
YGL	Be responsible for the progress of all children including those with additional needs (eg SEND	Ensure own wellbeing is looked after as well as those of their team.	Be aware of mental health triggers and signs to support staff across the school.	Report to DSL's any concerns about children in their year groups.	Know who the pupil premium children in their year groups and monitor progress.	Build good relationships with parents in the year groups they oversee and across the school, through visible

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	children) by providing IEP,s and overseeing class provision maps. Delivering interventions where appropriate. Supporting children with emotional and behavioural needs of the children. Ensuring their team members feel supported in dealing with any challenging behaviours.	Request time if needed to carry out larger tasks such as IEP's. Discuss with SLT link any concerns about their year group.	Have close relationships with staff in the year groups they oversee to support them in their job, and with their wellbeing. Ensuring workload is balanced. Report to SLT link if they have concerns about any members of their staff's MHWB.	Keep up to date with Safeguarding training. Use CPOMs to report concerns.		presence at the beginning and end of the school day. Communicate via social media and newsletters about achievements and events of their year group. Meet with parents of children of concern to discuss support programmes to be put in place.
Teachers	Be responsible for the progress of all children including those with additional needs (e.g. SEND children) in their class by having a good understanding of what is	To look after their own wellbeing by ensuring they keep workload to a manageable level. Share with YGL/SLT if they are feeling overwhelmed so	Be aware of mental health triggers and signs in colleagues. Inform YGL or SLT link if they have concerns about colleagues MHWB.	Report to DSL's any concerns about children in their class. Use CPOMs to report concerns. Keep up to date with Safeguarding training.	Know who the pupil premium children in their year groups and monitor progress.	Communicate via social media and newsletters about achievements and events of their class group. Meet with parents of children of concern to discuss

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	needed with children that have personalised plans and ECHP. Write class provision maps for children not on SEND list. Oversee their progress and feedback to SENCO.	support can be put in place. Be aware of how the school can support their mental health and use services provided if needed.				support programmes to be put in place. Build relationships at hand over at the end of the day by giving feedback on how pupils have been where appropriate.
TA's	Have an understanding of the SEND needs of the children in their class. Deliver interventions identified on ECHP and Class provision maps. Update teachers regularly with children's progress in intervention groups.	To look after their own wellbeing by ensuring they keep workload to a manageable level. Share with YGL/SLT if they are feeling overwhelmed so support can be put in place. Be aware of how the school can support their mental health and use services	Be aware of mental health triggers and signs in colleagues. Inform YGL or SLT link if they have concerns about colleagues MHWB	Report to DSL's any concerns about children in their class. Use CPOMs to report concerns Keep up to date with Safeguarding training.	Know who the pupil premium children in their class and support progress within lessons. Feedback to teacher on progress made in lessons and interventions.	Build relationships at hand over at the end of the day by giving feedback on how pupils have been where appropriate

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		provided if needed.				
All Staff	Have knowledge of key children that have high needs in the school and ways they need to be dealt with in case they encounter them.	To look after their own wellbeing by ensuring they keep workload to a manageable level. Share with YGL/SLT if they are feeling overwhelmed so support can be put in place. Be aware of how the school can support their mental health and use services provided if needed.	Be aware of mental health triggers and signs in colleagues. Inform YGL or SLT link if they have concerns about colleagues MHWB	Report to DSL's any concerns about children in their class. Use CPOMs to report concerns Keep up to date with Safeguarding training.		