



#### CPD TOPIC

Strengthening the Implementation of School's Mental Health, Wellbeing and Behaviour Management Policies

#### TRAINER

Dr. Subhadra Prabu, Mr. Vijesh V, Ms Anagha, Ms Mahima

#### VENUE

Zoom (Online)

#### DEPARTMENT

Department of Wellbeing

#### ATTENDEES

241

#### ACADEMIC YEAR

2026 – 2027

### POINTS DISCUSSED

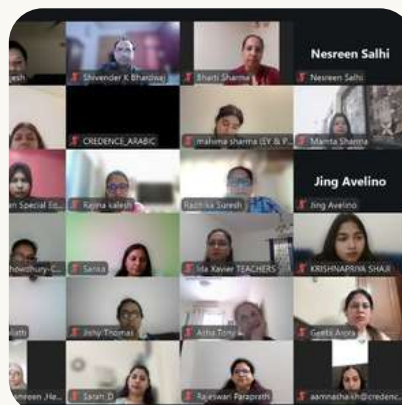
Student wellbeing, behaviour management, and the importance of maintaining a safe and respectful school environment. Addressed identification of minor and major behavioural concerns, appropriate response protocols and referral systems.

### OBJECTIVE

Equip staff with the knowledge and tools to proactively manage student behaviour and support mental wellbeing. It aimed to ensure consistency in applying school policies and early identification of behavioural concerns.

### INTENT

The intent was to build a culture of care, respect, and accountability within the school community. It also focused on empowering teachers to respond effectively and sensitively to both behavioural and emotional needs of students.





## EXPERIENCE

### Session Opening

The session began with appreciation of the staff for their resilience during this period, and entailed body based strategies including patting themselves on the back to show appreciation for self, stretching and breathwork to aid relaxation.

### Introduction

An overview of student wellbeing was presented through frameworks like the 5Cs, emphasizing values such as care, consideration, courtesy, cooperation and commitment. It highlighted the role of teachers in fostering socio-emotional and digital wellbeing.

### High-Impact Strategies to Show Understanding

Staff were introduced to key school policies, including behaviour management, mobile phone usage, and prohibited items. The focus was on understanding the rationale behind these policies as acts of care and safety.

### Using Formative Assessment Effectively

Clear guidelines were shared on distinguishing and managing minor and major behavioural concerns. Structured processes for documentation, intervention and referrals were emphasized.

## INSIGHTS

### Interactive Activities

Teachers engaged in scenario-based discussions to apply policy knowledge in practical contexts. These activities encouraged staff to hold a curious stance, while also drawing on their own experiences and past learnings, and to engage with students with empathy.

### Role-Playing Scenarios

Participants were encouraged to share their own experiences and thoughts about how to respond to various student behaviours including giggling, withdrawal etc. Teachers demonstrated attention to student wellbeing.

### Teacher Feedback

Post-session survey results indicate that 90% of staff found the session likely to positively impact students' mental health and wellbeing, while 91% reported it effectively reinforced protocols for addressing socio-emotional and behavioural concerns, reflecting strong alignment with its objectives and practical relevance.

### Key Takeaway

Consistent, fair and empathetic responses are essential in supporting student wellbeing and behaviour. Every teacher plays a crucial role in creating a safe, inclusive and supportive learning environment.

## FACILITATOR'S REFLECTION / NEXT STEPS

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