



Leadership and Management Policy Handbook

Sian Thomas, September 2021.

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Board: Terms of Reference

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1. Terms of Reference for the Board

In West Kirby Residential School, the Governance is carried out by the:

Board of Trustees

N.B. The Memorandum and Articles of Association are the terms of reference for the Trustees of the Charity and should be read in conjunction with and take precedence over any terms of reference within this document where a conflict may arise.

Board of Trustees

- The Trustees of the Charity are appointed through a stringent Recruitment Policy in accordance with Charity Commission Guidelines.
- The Board of Trustees is responsible for:
 - Managing the company and all financial aspects
 - Premises and facilities management
 - Employment and management of Human Resources
- The Trustees of West Kirby School are appointed through a stringent Recruitment Policy in accordance with Charity Commission Guidelines.
- The Board of Trustees is responsible for ensuring that the school meets all obligations placed upon it by the Secretary of State for Education and OFSTED.

The focus or driver for all the work is school development, evaluation and financial stability. The full Board of Trustees meets regularly 3 times through the year, with meetings scheduled to meet financial and other deadlines. .

Nominated Trustees are assigned for key areas of management or key aspects of governance for example finance, health & safety, curriculum etc.

An agenda for each meeting will include all the tasks which the respective body is required to consider, and assignments for activities arising from the business of the meeting will be made and records in the minutes.

The focus of trustee visits will be decided by the respective Board and linked to the School's priorities.

The quorum for the transaction of the business of the Trustees may be fixed by the trustees but shall not be less than one third of their number or two Trustees, whichever is the greater.

Responsibilities

The main responsibilities to be managed by the Board are outlined below:

BOARD OF TRUSTEES

General	<ul style="list-style-type: none">*To draw up an Instrument of Governance and any amendments thereafter* To appoint (or remove) the Chair and Vice Chair* To hold at least 4 Trustees meetings each yearTo appoint and remove TrusteesTo recruit new Trustees as vacancies ariseTo set up a register of Trustees' Business interests* To decide which functions of the Board will be delegatedTo regulate the Trustees procedures where not set out in the Memorandum and Articles of Association, and to record these as Standing Orders* To suspend a Director* To receive reports and recommendations from any Director to whom a decision has been delegated and to consider whether any further action by the Board is necessary* To review the delegation arrangements annuallyTo delegate to the Principal the functions as described in the 'Delegation of Functions to the Principal Standing Order'To assign Trustees to monitor the priorities of the School Development Plan in accordance with the attached terms of referenceTo monitor the work being undertaken by Trustees or individuals and to consider recommendations made with regard to the work of the BoardTo arrange a suitable induction process and mentoring for newly appointed or elected TrusteesTo ensure that the Principal provides such reports as requested by the Board to undertake its role
Financial	<ul style="list-style-type: none">To approve the Annual Fees PolicyTo approve the annual budget and ensure that the deadline for submission is metTo approve capital expenditure programTo monitor the budgetTo ensure appropriate insurance cover is in placeTo carry out an annual review the risks to the Charity/CompanyTo prepare Annual Company Accounts and comply with all Companies House regulatory requirementsTo comply with all Charity Commission Regulatory requirementsTo ensure all Staff Pension Schemes are administered appropriately and in accordance with all regulatory requirements.
Human Resources	<ul style="list-style-type: none">To ensure all staff policies and procedures meet current Employment LegislationTo ensure Safer Recruitment Procedures are in placeTo ensure all staff receive a full induction program and ongoing training appropriate to their role

	<p>To ensure the staffing structure and complement is in place to manage the school and create positive outcomes for young people</p> <p>To ensure all staff have appropriate equal opportunities for Continuous Professional Development</p> <p>To determine the timing of the performance management review cycle of the Principal and appoint three members to act as reviewers</p> <p>To monitor the Principal's role in the performance management of other staff</p> <p>To review all staffing policies</p> <p>To establish a panel to hear staff appeals against dismissal and redundancy</p> <p>To ensure that in fulfilling their terms of reference no employee encounters direct or indirect discrimination, bullying or harassment</p>
Premises and Facilities	<p>To ensure that all buildings and facilities are fit for purpose, with due Health and Safety compliance</p> <p>To promote the availability of premises for hire with due regard to safeguarding the welfare of residential pupils</p>
Health & Safety	<p>To ensure the Health & Safety Policy is updated in line with current legislation</p> <p>To ensure the school premises meet all statutory and regulatory requirements for Health and Safety</p>
School Organisation	<p>To consult and communicate proposals to alter or discontinue registration details or Non-Maintained Special School status</p>
School Curriculum and Target Setting	<p>To monitor the Teaching and Learning Policy</p> <p>To review and monitor all education related policies</p> <p>To monitor pupil achievement against published targets and national standards</p>
Residential Care	<p>To ensure the school meets all the National Minimum Standard for Residential Special Schools</p> <p>To appoint Trustees with specific responsibility to carry out independent inspections and provide written reports</p>
Child Protection and Safeguarding	<p>To appoint a Trustee with specific responsibility to ensure that the whole school ethos to safeguard and promote the welfare of children and young people is upheld and promoted through regular training</p>
Sanctions/Exclusions	<p>To monitor the work carried out by the Pastoral Support Team and accept reports and recommendations based on statistical evidence for improvements</p>
<i>(see terms of reference for panel hearings)</i>	<p>To decide whether or not to confirm all permanent exclusions; and fixed term exclusions where a pupil is either excluded for more than 15 days in total in a term, or would lose the opportunity to sit a public exam. (This may be delegated to the Chair/Vice Chair in cases of urgency – see 2007 guidance)</p> <p>To direct the reinstatement of excluded pupils</p>

Information for Local Authorities, Parents To ensure that the school keeps the wider school community informed by publishing a School Prospectus

2. Delegation of Functions to the Principal

The Principal is expected to work within the following terms of reference, and provide the Board with such reports in connection with his or her functions as the Board requires

Budget	To ensure all aspects of Financial Accountancy and Administration are carried out in accordance with Financial Regulations
Staffing	To appoint teachers and non-teaching staff within Safer Recruitment practices To establish disciplinary/capability procedures To suspend/dismiss staff
Curriculum	To ensure the National Curriculum is taught to all pupils and consider disapplication for pupils as appropriate To establish and implement a Teaching and Learning Policy To be responsible for standards of teaching and learning To be responsible for each individual child's education To agree the content of any Sex and Relationship education, and keep up to date a written policy for its delivery To ensure the balanced treatment of political issues and prohibit political indoctrination
Performance Management	To formulate and implement a Performance Management Policy
Target Setting	To set targets for pupil achievement
Religious Education	To ensure the provision of Religious Education in line with school's basic curriculum
Health & Safety	To ensure the Health & Safety regulations are followed
School Organisation	To endeavour to ensure that the school meets for 190 days in a school year To ensure that school lunch nutritional standards are met
Information for Parents	To prepare and publish the School Prospectus To ensure that parents are aware of their rights to withdraw their child from collective worship, RE and Sex and Relationship education To ensure that a report on each child's educational achievement is forwarded to parents/guardians
Residential School	To ensure the school meets and exceeds the National Minimum Standards for Residential Special Schools To ensure the delivery of services provided

Premises To ensure all school premises and facilities are maintained and fit for purpose

3. Terms of Reference for Nominated Trustees and Trustees

General

Having a Trustee with a specific remit means that matters are given due weight and are brought regularly to the attention of the Board. The appointment of a Nominated person allows an individual to take a particular interest on behalf of the Board so that the Board can fulfil its legal responsibilities.

Nominated Trustees will:

- * find out about current policy and practice for their area
- * find out about any targets relevant to their area in the School Development Plan
- * provide regularly feedback to the Board regarding their area
- * ensure that the Board is made aware of any new initiatives/guidance relating to their area
- * accept responsibility for investigating questions raised by other Trustees or Trustees relating to their area
- * make and maintain links with lead school staff responsible for their area (This may be in person or by phone or email contact)
- * participate with the Principal and other appropriate staff members in the monitoring and evaluation of any targets relevant to their area
- * endeavour to undertake training appropriate to their area

4. Terms of Reference for the Principal's Performance Management Group

The Chair and Vice Chair will manage the Principal's performance management. A third trustee can attend by the agreement of all parties.

The appointed Trustees will:

- * meet with the Principal to agree objectives for the coming year within the context of the School Development Plan
- * monitor the progress of the Principal towards meeting the objectives through the year
- * meet with the Principal at the end of the cycle (usually one year) with the object of reviewing the Principal's performance in light of the objectives and identified training and development needs
- * produce a written appraisal statement, within 10 days of the meeting, which may be used to inform decisions about the Principal's pay

If the Chair of Trustees is not one of the appointed Trustees/Trustees, he/she should act as Review Officer to hear complaints from the Principal about his or her Appraisal Statement

5. Terms of Reference for Panel Hearings

1. To make any decisions under the Board's personnel procedures eg. disciplinary, grievance, capability, where the Principal is the subject of the action
2. To make any decisions under the Board's personnel procedures eg. disciplinary, grievance, capability, which are not delegate to the Principal
3. To make any determination or decision under the Board's Complaints Procedure for Parents
4. To consider any appeals against a decision to dismiss a member of staff or a decision short of dismissal eg. disciplinary, grievance or capability
5. To make any determinations on behalf of the Board in relation to staff redundancy and redundancy appeals
6. To consider any representations by parents in the case of an exclusion
7. To consider the appropriateness of any permanent exclusion or fixed term exclusion which totals 15 days or more in one term or where a pupil is denied the chance to take a public examination
8. All panels must be convened by the Company Secretary/Clerk to the Board

NB Any Director or Governor who has participated on a panel for a staffing decision, cannot sit on the appeal panel

Membership (not less than 3; 3 or 5 for pupil discipline)

Any three Trustees from the whole Board who are:

- suitably qualified to undertake the role, and
- available on the date specified

The Principal is disqualified from serving in this role

Any Trustee having a connection with either a pupil, a member of staff or the incident in question which could affect their ability to act impartially should not serve on the panel

6. Terms of Reference for Trustees' Visits

The focus of Trustee visits will be decided by the relevant board and linked to the school's priorities. They will generally be nominated, given a clear remit for their visit and will be expected to report back in writing.

It is expected that 3 monitoring visits will be made to the school during the year. A visit does not necessarily have to take place during the time when pupils/pupil are in school, and could be just as effective as a meeting between Trustee and the lead professional at the end of the day as mutually agreed.

Trustees' visits should:

- * be pre-arranged with all parties concerned (with the exception of unannounced Section 20 inspections)
- * be an opportunity to support the school as a critical friend
- * provide an opportunity for exchange of information
- * provide an opportunity to build relationships with staff and pupils

Trustees' visits are not:

- * to inspect the school (with the exception of unannounced Section 20 inspections)
- * to make judgements on the quality of teaching
- * an opportunity to quiz pupils or staff

Protocol for visits

- * Trustees are there to observe and inform themselves. They will intrude as little as possible on staff's time.
- * Trustees will only go into classrooms when invited to do so by the Teacher
- * Trustees will talk to pupils in class only when invited to do so by the Teacher
- * Members of staff are always free to say that it is not convenient for a visitor to come in at any particular time
- * Visits should not be used to raise individual problems that should be properly resolved by the Senior Leadership Team
- * If Trustees observe something that raises concerns they will discuss it first (if appropriate) with the Teacher

Reporting

- * Reports will detail the activities observed, discussions with staff and any areas for development
- * Reports will be no more than 1 side of A4 in length (not including any data)
- * Reports will be submitted for approval by the Principal and any lead professional within the school within 2 weeks of the visit
- * Reports will then be forwarded to the Clerk to the Trustees for inclusion with the next appropriate meeting agenda and papers

7. Standing Order for Meetings of the Board

Trustees are expected to:

- * Arrive in good time for the start of any meeting, having read the paperwork provided with the agenda and prepared with any questions to ask or comments to make
- * Be familiar with the School Development Plan
- * Limit discussion to policies and actions and not people
- * Participate in discussion and listen to the views and comment of others
- * Be brief and adhere to any time limits placed against agenda items
- * Follow up on action points between meetings

The following persons have the right to attend all meetings of the Board

- * Principal
- * Clerk to the Trustees
- * Any Trustee
- * Associate members (unless the Board requires them to leave for items relating to individual members of staff or pupils)

The following people may be invited to attend meetings of the Board

- * Deputy Head Teacher
- * other members of the Senior Leadership Team or staff
- * prospective Trustees/Trustees
- * Meetings will be held at the school at least 3 times each year (Trustees).
The Clerk of the Governor will prepare a suggested calendar of meeting dates for the following year, for approval during the Autumn Term.
- * The Clerk to the Trustees will prepare a draft agenda, which will be finalised and approved by the Chair and the Principal and circulated one week in advance of the meeting
- * Trustees/Trustees wishing to place items on the agenda should give notice to the Clerk to the Trustees and provide a copy of any supporting papers for distribution
- * Items of 'Any Other Business' will be taken at the beginning of the meeting and either added to the agenda, delegated to a Nominated Director/Governor, or placed on the agenda of the next meeting.
- * Where necessary, voting will normally be taken by a show of hands; however, the Chair may determine a secret ballot where this has been requested by two or more Trustees.
- * All meetings will be convened by the Clerk to the Trustees
- * Any three members of the Board will request a meeting by giving written notice to the Clerk to the Trustees which includes a summary of the business to be transacted
- * Each meeting will be limited to 3 hours in duration. Where business has not been completed within the agreed time, those Trustees/Trustees present may resolve to continue the meeting in order to complete the agenda.
- * Any business not completed will form part of the agenda for the next meeting
- * Draft minutes will be approved by the Chair for email circulation within 3 weeks of the meeting, before being formally approved by the Board at the following meeting

8. Standing Order for the Election of Chair and Vice Chair

The Board MUST elect a Chair and a Vice Chair

Trustees who are paid to work at the school, for instance the Principal and the Staff Trustees cannot be elected as Chair or Vice Chair

The Chair and Vice Chair will serve for a period of three years. They may be re-elected for consecutive terms of office

The following process will apply to the election of Chair:

- * the Clerk to the Trustees will invite Trustees/Trustees to nominate, or self-nominate by a closing date no later than 2 weeks before the date of the meeting at which the election is to be held which will generally be the first meeting following the AGM for Trustees (November) and the first meeting of the Academic year for Trustees (December)
- * the Clerk to the Trustees will include the names of all candidates for election on the agenda for the meeting at which the election is to be held, and send it to Trustees/Trustees at least one week in advance of the meeting

The Clerk to the Trustees will take the chair to conduct the election of the Chair using the following procedures:

- * the candidates may be asked to leave the room whilst the election takes place and the outcome discussed
- * Trustees/Trustees will take a vote by secret ballot conducted and counted by the Company Secretary/Clerk to the Trustees
- * candidates will be allowed to vote (including for themselves) before leaving the room
- * in the event of a tie, each candidate will be given the opportunity to address the Board before a further vote is taken. (If a candidate cannot attend the meeting, a supporting statement may be requested in advance of the meeting)
- * if no advance nominations have been received for the office of Chair, the Clerk may seek nominations at the meeting
- * if no Chair is duly elected, a Director/Governor MUST be appointed to chair the remainder of the meeting and to act as a temporary Chair until the next meeting

Following the election of the Chair, the new Chair will conduct the election of a Vice Chair using the same procedure

The role of the Chair of the Board is:

- * to ensure the business of the Board is conducted properly in accordance with legal delegation requirements
- * to ensure that meetings are run effectively, focusing on the priorities and making best use of the time available
- * to ensure that all members have an equal opportunity to participate in discussion and decision-making
- * to establish and foster an effective relationship with the Principal based on trust and mutual respect for each other's roles
- * to establish and foster a good relationship with the Clerk of the Trustees based on professional respect for each other's role

9. Standing Order for the appointment of Trustees

Anyone who is eligible to be a Staff Governor and elected members of the LA are not required to follow the same recruitment/appointment procedure

The following process will apply to the appointment of Trustees:

- * candidates are defined as any person, organisation or group having an interest in the education and care of children at this school
- * nominations will be sought from all members of the community defined above
- * vacancies will be advertised broadly to reach all areas identified as being part of our community
- * using a Skills Profile of the Board, priority may be given to candidates with particular skills if this expertise would enable the Board to work more effectively and will be stated when notifying the vacancy
- * the recruitment process will follow the procedure laid down in the Policy for Recruitment of Trustees
- * following the formal interview, the Clerk to the Trustees will notify the candidate of the result and announce it at the next available meeting for recording in the minutes

10. Code of Practice for Trustees

The Trustees of West Kirby Residential School accept the following principles:

As School Trustees we will:

- * embrace the school's core values
- * take responsibility for determining, monitoring and keeping under review the broad policies, plans and procedures within which the school operates and support the Principal in the promotion of high standards of educational achievement and care
- * recognise that it is the Principal who is responsible for the implementation of policy, day-to-day management of the school and operation of the curriculum and care management
- * act fairly and without prejudice at all times
- * strive to fulfil all responsible expectations of a good employer
- * consider carefully how our own decisions might affect other in the community including other schools
- * accept that all Trustees/Trustees have equal status and that although Trustees/Trustees are appointed or elected by different groups, their central concern should be the welfare of the school as a whole

- * acknowledge that accepting office as a Director/Governor involves the commitment of significant amount of time and energy including preparing for meetings by reading papers beforehand and undertaking visits to the school within a framework established by the Board and agreed with the Principal
- * have a responsibility to attend relevant training sessions to obtain information on our role and responsibilities, keep updated with changes brought about by legislation and innovations in education and care and monitor and evaluate our effectiveness
- * involve ourselves actively in the work of the Board and accept a fair share of responsibilities, including service in designated areas
- * get to know the school well and take all possible opportunities to involve ourselves in school activities
- * operate as a team in which constructive working relationships are actively promoted in all areas
- * respect complete confidentiality especially in relation to matters concerning individual staff or pupils and exercise the highest degree of prudence when discussions of potentially contentious issues arise outside of the Board
- * follow established procedures when responding to criticism or complaints relating to the school

Equality Information and Objectives Policy:

Statement of intent

WKS recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the proprietor, the charity WKRS.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities Policy.

1. Principles and aims

We see all learners and potential learners, and their parents/carers, as of equal value, regardless of any protected characteristic. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school will:

- Promote **race equality** and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- Promote **disability equality**, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- Promote **gender equality** by eliminating unlawful discrimination and harassment, and promote the equality of opportunity amongst individuals of all genders.

For the purposes of this policy, the term ‘**transgender**’ refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system. The school will ensure that all staff comply with the appropriate equality legislation and regulations. The school’s Admissions Policy will not discriminate against any protected characteristic in any way.

The school will:

- Ensure staff are aware of their responsibilities and given necessary training and support.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

2. Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.

- Ensure that the school's policies and procedures are developed and implemented with appropriate equality statements.
- Ensure that the school's Admissions Policy does not discriminate, within the confines of the needs the School is able to meet.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary measures are in place to enforce this policy.

The Principal will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual statement in the Principal's report to the governing board on the progress of implementing the provisions of this policy.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the Principal.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate against or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.
- The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

3. Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

To achieve this, the school has established the following objectives:

- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups, and to review the curriculum considering new performance measures
- Offer appropriate qualifications in English for pupils in all vulnerable groups
- Implement effective strategies to support pupils in all vulnerable groups following linear exam courses
- Improve the quality of support for pupils in all vulnerable groups in the classroom
- Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED, publish this information on the school website every year. The school will update and publish its equality objectives at least every four years.

4. Collecting and using information

In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate needs of staff or pupils

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime.

The school will use the information they obtain to analyse any gaps present in their equality documentary, including the Equal Opportunities Policy: Pupils and Equal Opportunities Policy.

5. Publishing information

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:

- Other persons affected by the school's policies and procedures.

The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

The school will update its equality objectives at least every four years and publish on the school website. The school will publish information on the school website every year which will show the progress made towards the achievement of the equality objectives.

6. Promoting equality

In order to meet our objectives, the school has identified the following priorities:

- The school will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.
- Staff will support pupils to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- Schemes of work will be designed to meet the abilities and learning styles of all pupils.
- There will be a clearly defined rewards and sanctions system stipulated in the Behavioural Policy, which will be consistently enforced.
- The school will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.
- The school will ensure there is adequate access to the physical environment of the school.
- The school will improve the delivery of written information to disabled children and young people.
- The school will seek the views of advisory staff, outside agencies and local schools, where reasonable and appropriate.
- The school will plan ongoing events to raise awareness of equality and diversity.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

7. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the Board.

8. Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure.

9. Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the school will take every opportunity to promote and advance equality. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination. The school will develop an appropriate curriculum for all pupils in all vulnerable groups and will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

10. Monitoring and review

The Principal will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the Principal and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying
- Any changes made to this policy will be communicated to all members of staff.

Charging and Remissions Policy:

Aims

Our school aims to have robust and clear processes in place for charging and remissions, outlining clearly the types of activity that can be charged for and when charges will be made.

Definition: Charge – a fee payable for specially defined activities

Remission – the cancellation of a charge which would normally be payable

The Board endorses the policy with respect to charging for school activities.

What the school does not charge parents/carers for:

- Education
- Admission applications
- Instrumental or vocal tuition
- Entry for a prescribed public examination
- School lunches
- Transport
- Transporting pupils to or from the school premises, where the local authority has a statutory obligation to provide transport
- Transporting registered pupils to other premises where the governing board or local authority has arranged for pupils to be educated
- Transport that enables a pupil to meet an examination requirement
- Transport provided in connection with an educational visit
- It is the school policy NOT to charge for any educational items such as books, instruments or other equipment necessary for use whilst at school. It is the school policy NOT to charge for any weekly activities such as food technology sessions, Life Skills Adventure sessions short, local trips. Optional extras It is the school policy NOT to charge for any 'optional extras' made available by the school.

Where charges can be made to parents / carers

Below we set out what the school *can* charge parents / carers for.

Activities the school charges for:

- Parents may be asked to pay in cash or kind for materials, which are being used in practical activities if they indicate a wish to own the finished product.
- School trips and visits form an important part of the curriculum offered by our school. Parents/carers are not required to pay for such visits, but may be asked to make voluntary contributions towards their cost. This is a nominal amount. No pupil will be excluded from a school trip because of his or her parent's/carers inability to contribute, but it is hoped that parents/carers will feel able to support the school in

its efforts to provide a full and interesting curriculum for all its pupils. If the contributions made are not sufficient to enable a planned trip to take place, the Principal may cancel the trip or make such changes to the organisation of the trip as they think necessary, to enable pupils to have a good experience.

- Parents/carers may be asked to meet the board and lodging costs of residential trips unless they are in receipt of income support, when bursaries may be sought.
- Parents may be charged for activities defined as “optional extras” activities which are provided mainly out of school hours and which is not part of the school curriculum. If parents would like their children to take part in such activities but are unable to meet the full cost, financial assistance may be available. For example: an ASD friendly twilight cinema trip.
- If the school enters a contract to provide services with another school or individual, such as training services (e.g. Judo lessons), outside of a contract with a local authority the school will not usually charge for this. Exemptions will be made if parents/carers are informed beforehand of the cost of a bought in service and agree to fund e.g. on-going acting lessons
- Parents may be asked for payment towards the cost of repairing or replacing any part of the fabric of the school or item of school property, which has been damaged or lost as a result of their child’s behaviour. Details would be communicated with parents/carers after the event. Alternatively, a small amount may be deducted from a pupil’s Going for Gold total, if it is thought that the pupil would be prevented from further damaging property by this action.

Complaints Policy and Procedures

Who can make a complaint?

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to West Kirby School and College about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure.

The difference between a concern and a complaint

A concern may be defined as *'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'*.

A complaint may be defined as *'an expression of dissatisfaction however made, about actions taken or a lack of action'*.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. West Kirby School and College takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the Principal, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Principal will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, West Kirby School and College will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

How to raise a concern or make a complaint

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher or middle manager. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual Trustees/Trustees to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Complaints against school staff (excluding the Principal) should be made in the first instance, to the Principal, via the school office. Please mark them as Private and Confidential.

Complaints that involve or are about the Principal should be addressed to Mr L Cowell (Clerk to the Board), via the school office. Please mark them as Private and Confidential.

Complaints about the Chair of Trustees, any individual governor or the whole Board should be addressed to the Clerk to the Board, via the school office. Please mark them as Private and Confidential.

For ease of use, a template complaint form is included at the end of this procedure. If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

Anonymous complaints

We will not normally investigate anonymous complaints. However, the Principal or Chair of Trustees, if appropriate, will determine whether the complaint warrants an investigation.

Time scales

You must raise the complaint within three months of the incident or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will consider complaints made outside of this time frame if exceptional circumstances apply.

Complaints received outside of term time

We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Scope of this Complaints Procedure

This procedure covers all complaints about any provision of community facilities or services by West Kirby School and College other than complaints that are dealt with under other statutory procedures, including those listed on the following page.

Exceptions	Who to contact
<input type="checkbox"/> Admissions to schools <input type="checkbox"/> Statutory assessments of Special Educational Needs <input type="checkbox"/> School re-organisation proposals	Concerns about admissions, statutory assessments of Special Educational Needs, or school re-organisation proposals should be raised with Miss Thomas
<input type="checkbox"/> Matters likely to require a Child Protection Investigation	<p>Complaints about child protection matters are handled under our child protection and safeguarding policy and in accordance with relevant statutory guidance.</p> <p>If you have serious concerns, you may wish to contact the local authority designated officer (LADO) who has local responsibility for safeguarding or the Multi-Agency Safeguarding Hub (MASH). Contact the Local Authority where the child concerns resides (Please ask the VicePrincipal for assistance if required)</p>
<input type="checkbox"/> Exclusion of children from school*	Further information about raising concerns about exclusion can be found at: www.gov.uk/school-
	<p>discipline-exclusions/exclusions.</p> <p><i>*complaints about the application of the behaviour policy can be made through the school's complaints procedure.</i></p>
<input type="checkbox"/> Whistleblowing	<p>We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors.</p> <p>The Secretary of State for Education is the prescribed person for matters relating to education for whistleblowers in education who do not want to raise matters direct with their employer. Referrals can be made at: www.education.gov.uk/contactus.</p> <p>Volunteer staff who have concerns about our school should complain through the school's complaints procedure. You may also be able to complain direct to the LA or the Department for Education (see link above), depending on the substance of your complaint.</p>
<input type="checkbox"/> Staff grievances	Complaints from staff will be dealt with under the school's internal grievance procedures.
<input type="checkbox"/> Staff conduct	<p>Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate.</p> <p>Complainants will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the complainant will be notified that the matter is being addressed.</p>

<input type="checkbox"/> Complaints about services provided by other providers who may use school premises or facilities	Providers should have their own complaints procedure to deal with complaints about service. Please contact them direct.
<input type="checkbox"/> National Curriculum - content	Please contact the Department for Education at: www.education.gov.uk/contactus

If other bodies are investigating aspects of the complaint, for example the police, local authority (LA) safeguarding teams or Tribunals, this may impact on our ability to adhere to the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations.

If a complainant commences legal action against West Kirby School and College in relation to their complaint, we will consider whether to suspend the complaints procedure in relation to their complaint until those legal proceedings have concluded.

Resolving complaints

At each stage in the procedure, West Kirby School and College wants to resolve the complaint. If appropriate, we will acknowledge that the complaint is upheld in whole or in part. In addition, we may offer one or more of the following:

- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that we will try to ensure the event complained of will not recur
- an explanation of the steps that have been or will be taken to help ensure that it will not happen again and an indication of the timescales within which any changes will be made
- an undertaking to review school policies in light of the complaint
- an apology.

Withdrawal of a Complaint

If a complainant wants to withdraw their complaint, we will ask them to confirm this in writing.

Stage 1

Formal complaints must be made to the Principal (unless they are about the Principal), via the school office. This may be done in person, in writing (preferably on the Complaint Form), or by telephone.

The Principal will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 5 school days.

Within this response, the Principal will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The Principal can consider whether a face to face meeting is the most appropriate way of doing this.

Note: The Principal may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

During the investigation, the Principal (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the Principal will provide a formal written response within 10 school days of the date of receipt of the complaint.

If the Principal is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions West Kirby School and College will take to resolve the complaint.

The Principal will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 1.

If the complaint is about the Principal, or a member of the Board (including the Chair or Vice-Chair), a suitably skilled governor will be appointed to complete all the actions at Stage 1 by the Clerk to the Trustees.

Complaints about the Principal or a member of the Board must be made to the Clerk, via the school office.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire Board or
- the majority of the Board

Stage 1 will be considered by an independent investigator appointed by the Board. At the conclusion of their investigation, the independent investigator will provide a formal written response.

Stage 2

If the complainant is dissatisfied with the outcome at Stage 1 and wishes to take the matter further, they can escalate the complaint to Stage 2 – a meeting with members of the Board's complaints committee, which will be formed of the first three, impartial, Trustees available. This is the final stage of the complaints procedure.

A request to escalate to Stage 2 must be made to the Clerk, via the school office, within 10 school days of receipt of the Stage 1 response.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 15 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 20 school days of receipt of the Stage 2 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

The complaints committee will consist of at least three Trustees with no prior involvement or knowledge of the complaint. Prior to the meeting, they will decide amongst themselves who will act as the Chair of the Complaints Committee. If there are fewer than three Trustees from West Kirby School and College available, the Clerk will source any additional, independent Trustees through another local school or through their LA's Governor Services team, in order to make up the committee. Alternatively, an entirely independent committee may be convened to hear the complaint at Stage 2.

The committee will decide whether to deal with the complaint by inviting parties to a meeting or through written representations, but in making their decision they will be sensitive to the complainant's needs.

If the complainant is invited to attend the meeting, they may bring someone along to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate.

For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

Representatives from the media are not permitted to attend.

At least 2 school days before the meeting, the Clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
- request copies of any further written material to be submitted to the committee at least 2 school days before the meeting.

Any written material will be circulated to all parties at least 2 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and West Kirby School and College with a full explanation of their decision and the reason(s) for it, in writing, within 15 school days.

The letter to the complainant will include details of how to contact the Department for Education if they are dissatisfied with the way their complaint has been handled by West Kirby School and College

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire Board or
- the majority of the Board

Stage 2 will be heard by a committee of independent Trustees.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions West Kirby School and College will take to resolve the complaint.

The response will also advise the complainant of how to escalate their complaint should they remain dissatisfied.

Next Steps

If the complainant believes the school did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the Department for Education after they have completed Stage 2.

The Department for Education will not normally reinvestigate the substance of complaints or overturn any decisions made by West Kirby School and College. They will consider whether West Kirby School and College has adhered to education legislation and any statutory policies connected with the complaint.

The complainant can refer their complaint to the Department for Education online at: www.education.gov.uk/contactus, by telephone on: 0370 000 2288 or by writing to:

Department for Education
Piccadilly Gate
Store
Street
Manchester
M1 2WD.

Complaint Form

Please complete and return to Mr P. Smith, Vice-Principal, who will acknowledge receipt and explain what action will be taken.

Your name:
Pupil's name (if relevant):
Your relationship to the pupil (if relevant):
Address:
Postcode:
Day time telephone number:
Evening telephone number:
Please give details of your complaint, including whether you have spoken to anybody at the school about it.

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official use

Date acknowledgement sent:

By who:

Complaint referred to:

Date:

Roles and Responsibilities

Complainant

The complainant will receive a more effective response to the complaint if they:

- explain the complaint in full as early as possible
- co-operate with the school in seeking a solution to the complaint
- respond promptly to requests for information or meetings or in agreeing the details of the complaint
- ask for assistance as needed
- treat all those involved in the complaint with respect
- refrain from publicising the details of their complaint on social media and respect confidentiality.

Investigator

The investigator's role is to establish the facts relevant to the complaint by:

- providing a comprehensive, open, transparent and fair consideration of the complaint through:
 - sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved
 - interviewing staff and children/young people and other people relevant to the complaint
 - consideration of records and other relevant information
 - analysing information
- liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right.

The investigator should:

- conduct interviews with an open mind and be prepared to persist in the questioning
- keep notes of interviews or arrange for an independent note taker to record minutes of the meeting
- ensure that any papers produced during the investigation are kept securely pending any appeal
- be mindful of the timescales to respond
- prepare a comprehensive report for the Principal or complaints committee that sets out the facts, identifies solutions and recommends courses of action to resolve problems.

The Principal or complaints committee will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant, providing the appropriate escalation details.

Complaints Co-ordinator (this could be the Principal / designated complaints governor or other staff member providing administrative support)

The complaints co-ordinator should:

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, Principal, Chair of Trustees, Clerk and LAs (if appropriate) to ensure the smooth running of the complaints procedure □ be aware of issues regarding:
 - sharing third party information
 - additional support. This may be needed by complainants when making a complaint including interpretation support or where the complainant is a child or young person
- keep records.

Clerk to the Board

The Clerk is the contact point for the complainant and the committee and should:

- ensure that all people involved in the complaint procedure are aware of their legal rights and duties, including any under legislation relating to school complaints, education law, the Equality Act 2010, the Freedom of Information Act 2000, the Data Protection Act (DPA) 2018 and the General Data Protection Regulations (GDPR)
- set the date, time and venue of the meeting, ensuring that the dates are convenient to all parties (if they are invited to attend) and that the venue and proceedings are accessible
- collate any written material relevant to the complaint (for example; stage 1 paperwork, school and complainant submissions) and send it to the parties in advance of the meeting within an agreed timescale
- record the proceedings
- circulate the minutes of the meeting
- notify all parties of the committee's decision.

Committee Chair

The committee's chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via the Clerk) to provide any additional information relating to the complaint by a specified date in advance of the meeting

- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy
- complainants who may not be used to speaking at such a meeting are put at ease. This is particularly important if the complainant is a child/young person
- the remit of the committee is explained to the complainant
- written material is seen by everyone in attendance, provided it does not breach confidentiality or any individual's rights to privacy under the DPA 2018 or GDPR.

If a new issue arises it would be useful to give everyone the opportunity to consider and comment upon it; this may require a short adjournment of the meeting

- both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself
- the issues are addressed
- key findings of fact are made
- the committee is open-minded and acts independently
- no member of the committee has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- the meeting is minuted
- they liaise with the Clerk (and complaints co-ordinator, if the school has one).

Committee Member

Committee members should be aware that:

- the meeting must be independent and impartial, and should be seen to be so
- No governor may sit on the committee if they have had a prior involvement in the complaint or in the circumstances surrounding it.
- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant

We recognise that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations.

- many complainants will feel nervous and inhibited in a formal setting
- Parents/carers often feel emotional when discussing an issue that affects their child.
- extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting

Careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated.

The committee should respect the views of the child/young person and give them equal consideration to those of adults.

If the child/young person is the complainant, the committee should ask in advance if any support is needed to help them present their complaint. Where the child/young person's parent is the complainant, the committee should give the parent the opportunity to say which parts of the meeting, if any, the child/young person needs to attend.

However, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the committee considers is not in the child/young person's best interests.

□ the welfare of the child/young person is paramount.

Wellbeing Policy at West Kirby School and College

Context:

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

(World Health Organisation)

At WKS, we aim to promote positive mental health for every pupil, member of staff and stakeholder. We promote positive wellbeing through the schools values, beliefs, policies and actions which are embedded within the establishment, its staff and curriculum.

This policy describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with policies contained in the Personal development.

The policy aims to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents

Lead members of staff:

Whilst all staff have a responsibility to promote the mental health and wellbeing of pupils, staff with a specific, relevant remit include:

- P Smith (Deputy Headteacher) is the Designated Safeguarding Officer and Single Point of Contact (SPOC) for any Prevent or Safeguarding issues.
- L Powner - Home School Liaison Officer, Deputy Designated Safeguarding Officer and Single Point of Contact (SPOC) for any Prevent or Safeguarding issues.
- L. Cowell – Operations Director, managing HR and organisational wellbeing
- E Killey - Wellbeing Champion and Pastoral Care Team (PCT) member
- R Johnson - School Nurse
- S Wilkinson - Deputy Headteacher /SENDCO
- J Davies - PCT manager
- K Brown - Friendship Champion (anti-bullying co-ordinator) and PCT member
- Dr Z Levita (School Clinical Psychologist) and Problem Solver

Being positive:

Maintaining positive relationships and support mechanisms is key. It is the responsibility of every member of the School staff to support and promote wellbeing through the way in which we treat each other and how we understand and respond to each other. We aim to engender this in our pupils through assemblies, role-modelling, direct and indirect teaching and by having clear values and expectations.

Teaching about Mental Health:

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included in the school's PHSE policy. The specific content of lessons will be determined by the specific needs of the cohort and current risk factors. All subjects endorse SMSC development and wellbeing, how to recognise and respond to extremism and how to keep yourself safe.

Signposting:

We ensure that staff, pupils and parents are aware of sources of support within school and in the local community and who it is aimed at. We share relevant sources of support through assemblies and in communal areas such as toilets. We offer regularly highlight sources of support to pupils within relevant parts of the curriculum. The school website is also used as a mechanism to share key information.

Training:

Staff receive training about recognising and responding to mental health issues in order to enable them to keep pupils safe (safeguarding). We provide relevant information to staff who wish to learn more about mental health. Training opportunities for staff who require more in-depth knowledge are considered as part of our performance management process and additional CPD is supported throughout the year where it becomes appropriate due to developing situations with one or more pupils. Where the need to do so becomes evident, we host training sessions for staff to promote learning or understanding about specific issues related to mental health.

Warning Signs:

Staff may become aware of warning signs which indicate themselves, a colleague or pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental

- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Responding to Risks:

At WKS, we tailor our intervention to the vulnerabilities of pupils and associated risks on a yearly basis.

Intervention and support is offered in a variety of means which includes, 1-1 sessions, small group work, class-based work, in-house referrals, assemblies, PCT interventions and the curriculum.

For pupils:

Current Risks Identified (2020 - 2021)	Intervention for 2021 - 2022
Mental health difficulties relating specifically to COVID-19	<ul style="list-style-type: none"> • Wellbeing contact maintained with pupils self-isolating • Remote learning in place for pupils • Phased return for pupils concerned about return to school • PCT support • Clinical Psychology Support for pupils and parents • COVID secure environment in place throughout school • Videos to explain differences in school – e.g. bubbles, hand washing procedures, social distancing, wearing of masks
Mental health and wellbeing which may include: Anxiety Depression Stress Suicidal thoughts Self-Harming Erratic Behaviour Exam stress	<ul style="list-style-type: none"> • Clinical Psychology Support • PCT support • Wellbeing Champion • Friendship Champion (anti-bullying co-ordinator) • DSL and DDSL • School Nurse • Clear systems for reporting cause for concern. • 12 staff trained in Mental Health First Aid • 8 staff trained in Level 2 safeguarding • Regular safeguarding training to update staff on signs of Mental Health difficulties. • Staff training • Links with CAMHS • Whole staff Training • Pupil One Page Profiles • Pro-active Behaviour Plan • Staff training in KCSIE • Weekly Wellbeing and Life Adventures sessions • Specialist Training in Self Harm • First Aiders • Lunch time activities • After school clubs • Clinical psychology workshops for staff and parents. • Study skills sessions • Posters & Advice around DSFC • Links to external agencies • Zones of regulation programme • Emotional literacy development • In-house referral system to Pupil Support Panel • Team Around the Child meetings led by Clinical Psychologist • Celebrate Mental Health Awareness Week
Sexual Dangers & Exploitation which may include: Pregnancy Rape/sexual assault STI's Contraception Questions about SRE STI Testing	<ul style="list-style-type: none"> • School Nurse • RSE Policy • Free contraception • RSE specific sessions e.g. consent/protecting yourself • Differentiated RSE/ PHSE and Life Skills curriculum. • Google Sites • Displays around school • 12 staff to be trained in LGBT+ inclusion for schools

	<ul style="list-style-type: none"> • Posters • Input from external agencies such as Brook • Workshops for Post 16 pupils with Local Merseyside Police Support re County Lines and Knife Crime
Physical Danger which may include: Drowning Assault/Fighting Car Accident Homelessness Freezing Obesity Spiked	<ul style="list-style-type: none"> • Differentiated RSE/ PHSE and Life Skills curriculum • Lunchtime activities encouraging physical exercise • After-school clubs • Healthy eating • Extremism/Prevent sessions • Google Sites
Digital and Online danger which may include: Grooming Stolen identity Inappropriate use of social media Sexual exploitation Rape/Assault	<ul style="list-style-type: none"> • Online safety training for staff • Online training for pupils • Whole staff training on KCSIE • Specific training on Child Exploitation • Safeguarding button/Report Danger • Online Policy • Displays

For staff:

The School has a range of mechanisms to promote staff wellbeing:	<ul style="list-style-type: none"> -Half termly wellbeing sessions for staff -Access to 'state of the art' staffroom and toilets -Free, high quality, tea, coffee, fruit and food -Access to a 'wellbeing room' for time out as needed -Membership of a healthcare provider -Staff debrief sessions -A highly supportive and mobile team -High quality, regular and effective staff training and INSET -Access to supervision within specific roles
The School has a range of support mechanisms for staff which includes:	<ul style="list-style-type: none"> -Support mechanisms through our healthcare provider -Access to a mental wellbeing helpline -Support from our HR department and SLT -Bespoke support mechanisms, offered depending on the circumstance and staff member