



Wellbeing Policy at West Kirby School and College 2020 - 2021

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 student, 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 which include:

- SEND Policy
- Safeguarding Policy
- RSE Policy
- CLA policy

The policy aims to:

- Promote positive mental health in all staff and students
- 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 students 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 students, 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) is the Deputy Designated Safeguarding Officer and Single Point of Contact (SPOC) for any Prevent or Safeguarding issues.
- E Killey the Wellbeing Champion and Pastoral Care Team (PCT) member
- 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

Teaching about Mental Health

The skills, knowledge and understanding needed by our students 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 will ensure that staff, students and parents are aware of sources of support within school and in the local community, what support is available within our school and local community and who it is aimed at. We will display relevant sources of support in communal areas such as student notice boards and toilets and we will regularly highlight sources of support to students within relevant parts of the curriculum. The school website is also used as a mechanism to share key information.

Warning Signs

School staff may become aware of warning signs which indicate a student 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 with DSL, DDSL, SLT or through the school in-house referral system to the Pupil Support Panel.

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 students and associated risks on a yearly basis. An audit is carried out yearly with support implemented as appropriate.

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.

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

<p>Mental health and wellbeing which may include:</p> <p>Anxiety Depression Stress Suicidal thoughts Self-Harming Erratic Behaviour Exam stress</p>	<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 • Student 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
<p>Sexual Dangers & Exploitation which may include:</p> <p>Pregnancy Rape/sexual assault STI's Contraception Questions about SRE STI Testing</p>	<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 LBGT+ inclusion for schools • Posters • Input from external agencies such as Brook • Workshops for Post 16 pupils with Local Merseyside Police Support re County Lines and Knife Crime

<p>Physical Danger which may include:</p> <p>Drowning Assault/Fighting Car Accident Homelessness Freezing Obesity Spiked</p>	<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
<p>Digital and Online danger which may include:</p> <p>Grooming Stolen identity Inappropriate use of social media Sexual exploitation Rape/Assault</p>	<ul style="list-style-type: none"> • Online safety training for staff • Online training for students • Whole staff training on KCSIE • Specific training on Child Exploitation • Safeguarding button/Report Danger • SECURUS • Online Policy • Displays

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues in order to enable them to keep students safe. We will provide relevant information to staff who wish to learn more about mental health.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students. Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.