

ST. CHRISTOPHER'S C. E. HIGH SCHOOL

A Church of England Academy

WHOLE SCHOOL WELL BEING POLICY

MISSION STATEMENT

St Christopher's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example. Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which

- recognises that each member of the school community is an individual with specific needs and strengths
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

ROLES AND RESPONSIBILITIES

The Head Teacher will:

- oversee the maintenance of a school culture where calm, dignified and structured support is in place and a clear vision of positive mental wellbeing is embedded
- liaise with the Well Being Team (Mrs Collier, Mrs S Parkinson, Mr Costigan, Miss Blackburn, Mrs Holden and Mrs Mulhall) and Heads of Year
- ensure that these teams receive appropriate training and support
- oversee appropriate delegation of SEND and PP funding and resources to support young people with mental health needs.

The Governing Body will:

- support the inclusion of age-appropriate information for pupils
- ensure that education about mental health or self-harm neither promotes nor stigmatises
- be kept aware of provision for people in need e.g. support programmes, long-sleeved uniform and PE kit choices, 'time out' cards and parental information through termly meetings of the Governors' Well-being Committee.

All staff and teachers will:

- listen to young people in emotional need calmly and in a non-judgemental way
- report self-harm to the Well Being Team, or to Heads of Year the same day, using the confidential area of Pastoral Logs and always sharing with key staff
- not make promises to young people e.g. not assuring confidentiality
- enable the use of 'time out' cards as required
- discourage, challenge and report any issues regarding stigma associated with mental health issues
- develop knowledge about self-harm and emotional health and well-being through continuing professional development.

The Well Being Team will:

- maintain a high profile in school, through display and assemblies
- assess each case according to the needs and wishes of the individual (KS3 > Miss Blackburn, KS4 > Mrs Mulhall)
- analyse potentially vulnerable pupils for support priority e.g. PP, ACEs, CLA, vulnerable new pupils (PP > Mrs Mulhall, CLA > Mrs Holden)
- Liaise with both attendance officers in the monitoring of known and potentially vulnerable young people
- coordinate a programme of support, including long-term monitoring and liaising with the NHS funded Mental Health Support Team (MHST)
- inform staff of adjustments and flexibility necessary to support individuals, especially where mental health issues impact on behaviour
- keep centralised records of self-harm incidents and concerns through Synergy, Pupil/Student In Need reviews (SPN) and referrals/safeguarding issues (SCR)
- keep up-to-date with mental health information (school website area, Pastoral shared area – Live Directory of Support (SPN/CBN), relevant INSET)
- liaise with the Head Teacher and Governors through the Governors' Well Being Committee
- contact parents at appropriate times, providing support information and home visits where suitable (involving the young person in this process)
- know when other agencies should be involved e.g. in the case of a safeguarding connection (and consider when/whether to submit a CAF or referral to ELCAS)
- meet regularly as a team to review practice and discuss individual cases
- know when and where to seek help to deal with their own well-being.

Pupils and students will:

- be made aware of the 'Well Being' section in Pupil Planners and wider support through assemblies
- be made aware of qualified staff (WB Team) they can approach
- be encouraged to talk to any member of staff if they are in emotional need, or a senior pupil e.g. a Year Seven Mentor
- be encouraged to tell a member of staff if they suspect that another person is in emotional need.

Parents will be encouraged to:

- work in partnership with St Christopher's staff
- share concerns regarding children's well-being
- access information from newsletters and the school website.

1. STRUCTURES WHICH SUPPORT THE WELL-BEING OF OUR PUPILS

Spirituality: Assembly and communion services, Year chaplain support, Spirituality Days, Christian Union, Sixth Form Spirituality working party, Archbishop of York Award.

Transition: Primary visits, Intake Evening, Year Seven Taster Day, Pupil Welcome Booklet, Year Seven Bowley trip, Sixth Form Information Evening, Sixth Form Taster Days, Sixth Form Anderton Centre trip.

Pupil voice: School Councils, Year Councils, Sports Council, Anti-Bullying Week survey, Lockdown surveys, School Nurse Health Needs Assessment, Eco Rep meetings, Sixth Form Social Committee, Sixth Form Spirituality Committee, staff interview pupil panels.

Safe and healthy lifestyles: Anti-bullying Week, PSHEE – drug and alcohol, resilience education, RSE guidance (making safe choices), Staying Safe days, Well-being days, Yr10 Study skills day, online safety assemblies, pupil mindfulness workshops, School Nurse drop-in, Health Needs Assessment follow-up, Sixth Form health stalls, healthy diet education, healthy catering, Dads and Lads cookery club, Healthy Week, Activity Day, QUEST Award.

Lunchtime and after school activities: Clubs to encourage a sense of belonging, developing social skills and interests e.g. Year 7 Well-being Club, Chess, Craft, Table Tennis, Art, Drama clubs, D of E Award, non-competitive sports activities, 'Dads and Lads' cookery, etc. These areas also provide a 'safe haven' to vulnerable young people.

Peer and Staff Mentoring: Form teacher reviews, Year Seven Mentors, Sixth Form coaching programme, Year Eleven staff mentors (Phoenix Group), Year Eleven De-Stress (exam stress support), Pupil Premium mentoring, Sixth Form Subject Ambassador support, Sixth Form ILP and UCAS meetings.

Counselling: Well Being Team provides flexible personalised support e.g. one-to-one and small group counselling. Further support worker meetings will be arranged as necessary through outside agencies such as Child and Family Well being Service, Child Action North West and the Mental Health Support Team.

Rewards and responsibilities: Form, subject and senior pupil roles of responsibility, Synergy Credits, Year Seven disco, Year Eleven and U6 valedictory celebrations, Sixth Form Christmas Party and Alton Towers trip, Year Seven Blackpool trip, Activity Day, year group rewards trips (*also see the Whole School Behaviour Policy – Rewards*).

Additional structural support: Effective use of PP, CLA and SEND funding; recording, analysis and action re. bullying incidents via Synergy; monitoring of Pupils/Students In Need (vulnerable pupils/ACEs).

TARGETED SUPPORT

We recognise that some children and young people are more at risk of experiencing mental health difficulties. Staff alert colleagues through Synergy, to Heads of Year, Mrs S Collier (DSL) or Mrs S Parkinson (Deputy DSL). Personalised support is provided through the Well Being Team. Young people's needs and progress are reviewed in regular WB Team reviews, Pupil/Student In Need meetings (SPN and HOYs), weekly Pastoral Team meetings and external agency meetings.

Young people have access to the School Counsellors, Wellbeing Officer, Wellbeing Practitioner, Girls' Group and outside agencies e.g. CANW, HARV, Young Carers, Police Youth Worker. Access will be made available to 'safe havens', such as the Nurture Room and the Well Being Room.

Early identification of young people potentially at risk of emotional need helps to support our most vulnerable pupils and to avoid escalation to more serious mental health concerns e.g. new pupils, CLA, ACEs etc.

Pastoral staff maintain a live directory of resources and outside agency support for children and families. This is supported by St. Christopher's role as a 'Spoke School' in our local Safeguarding Hub (schools support network).

DEALING WITH SELF-HARM

A proportion of children respond to their personal feelings by choosing to self-harm.

In support of St Christopher's caring, Christian school ethos, this policy aims to address the issue of self-harm by:

- clarifying procedures for dealing with pupils who self-harm and how to offer short- and long-term support for them and their parents
- providing support depending on pupils' individual needs
- helping all affected pupils improve their self-esteem
- supporting staff who come into contact with people who self-harm
- educating pupils, parents, staff and governors about self-harm issues.

DEFINITION OF SELF-HARM

Self-harm can involve:

- cutting, often to the arms or thighs
- burning
- punching and bruising
- head banging
- hair pulling
- restrictive or binge eating
- inserting or swallowing objects
- overdosing
- problematic substance misuse
- risk-taking behaviour.

It is often believed that self-harm is closely linked to suicide. However, the majority of young people who self-harm are not trying to kill themselves – they are trying to cope with difficult feelings and circumstances.

WHY SOME PEOPLE SELF-HARM

- family relationship difficulties
- peer relationship difficulties
- bullying
- significant trauma e.g. bereavement, abuse
- difficult times of the year e.g. anniversaries
- trouble in or out of school
- feeling under pressure to conform/achieve
- significant change e.g. divorce, new school, new area
- low self-esteem

Arrangements for monitoring and evaluation Feedback from young people, parents and staff as to how self-harm incidents have been dealt with will inform policy and procedure developments. This

will be shared with the Well Being Team and Governors' Well Being Committee half termly and with the Pastoral Team at weekly meetings.

REGISTER OF SPECIFIC STAFF TRAINING:

Youth Mental Health First Aid: S. Parkinson, S. Collier, K. Holden, M. Greenhalgh, S. Mallen, S. Holman

Level 2 Certificate in understanding children and young peoples' mental health: S. Collier, L. Stott, J. Gerrard, D. Rogan, K. Leck, P. Johnson, H. Howson, M. Lane, C Blackburn.

Counselling qualifications: R. Costigan (Level 5 diploma in Transactional Analysis psychotherapy BACP), C. Blackburn (Level 3 Basic Counselling)

DSL training update: S. Collier, S. Parkinson, R. O'Doherty

STRUCTURES WHICH SUPPORT THE WELL-BEING OF SCHOOL STAFF

Induction:

New staff induction day, NQT and trainee training sessions, safeguarding training.

Staff voice:

Staff surveys, consultation on key events, Year Team meetings, Staff Well-Being Committee, notice board and ideas box.

Professional support:

Mental health INSET open to all staff, Teaching and Learning groups, Line Manager meetings.

Healthy lifestyles:

Fitness activities, healthy catering, Mindfulness sessions.

Counselling:

Staff Chaplain, Occupational Health referral.

Inclusive approach:

Well-being staffroom display board, Staff Social Committee, staff gift collection fund.

Extras:

Catering provided for staff at Parent's Evenings, meetings, INSET days, twilight sessions, morning and break refreshments, washing-up provision, end of term Well Being Mondays.

LINKS TO OTHER POLICIES:

Safeguarding, PSHE, Health and Safety, Behaviour Policy, Anti-bullying, Pupil Premium, SEND Policies.

Reviewed by: School Mental Health Lead Mrs S. Parkinson 25/02/21

Date of next review: February 2024.

Originally compiled by: Mrs S Parkinson, in liaison with SMT, HOYs, Well Being Team, Governors' Well Being Committee and School Council (pupils).

Reference made to the following documents:

DfE Mental health and behaviour in schools 2018, NICE guidance, Children and Young People's Mental Health Coalition, Public Health England, CYP harm-ed training pack, MHFA England manual.

Addendum in response to COVID-19

Well-being is a priority concern during the Covid-19 epidemic. At St. Christopher's we have put in place measures to support pupils and staff throughout the various challenges of this time. These include:

- Lockdown school places made available for vulnerable pupils.
- Regular calls home by admin staff, HOYs and the Well Being Team to pupils for concern during lockdown, including CLA, PP, those struggling emotionally and those struggling with online learning.
- Heads of Year and Well Being Team home visits to support pupils and their families.
- Heads of Year fortnightly year group Synergy Broadcasts and assemblies during lockdowns.
- IT equipment loaned out to facilitate online learning, easing worry and family pressures.
- Food parcels, food vouchers and seed bags made available to PP families and extended to other vulnerable families.
- Serious concern list established and actions closely monitored by HOYs and SMT during each lockdown, then shared with staff on return to school; for catch up, but also well-being awareness.
- Further development of well-being website links, particularly relevant to the potential impact of the pandemic and lockdown.
- Well-being activities promoted through PSHE lessons.