



MARICOURT  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

# WELLBEING POLICY (Pupils and Staff)

## Mission Statement

Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world.

**INSPIRE**  
WITH  
MARICOURT

**DRAFT**

POLICY REVIEWED: September 2024  
SCHEDULED REVIEW: September 2025

## Introduction

At Maricourt Catholic High School we believe that supporting good mental health goes hand-in-hand with equipping young people with the qualifications, knowledge and resilience they need to live a fulfilling adult life. We are committed to supporting the emotional health and wellbeing of all our pupils. We know that everyone experiences life challenges, and at times anyone may need additional emotional support. We take the view that positive mental and physical health is everybody's business and that we all have a role to play.

At our school, we:

- Help pupils to have a better understanding of their emotions and feelings.
- Help pupils feel comfortable sharing any concerns or worries.
- Help pupils to form and maintain relationships, in a social setting.
- Promote self-esteem and ensure pupils know that they count.
- Encourage pupils to be confident and happy to express who they are.
- Help pupils to develop emotional resilience and to manage setbacks, which are a normal part of life.
- Promote a Catholic ethos and encourage students and staff to live by the Mercy Values of respect, compassion, service, hospitality, courage and justice.

## Aims

At Maricourt Catholic High School we actively encourage that the school:

- is committed to promoting and protecting emotional wellbeing and mental health
- has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved within the school
- has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.
- actively promotes staff emotional wellbeing and mental health
- plans for professional learning and staff development on emotional wellbeing and mental health
- understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately
- actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health
- works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health

## Objectives

- The school offers mental health provision which closely matches the needs of its pupils and staff.
- There is a whole-school awareness of the importance of emotional wellbeing and the impact that mental health problems can have.
- A positive culture is established which destigmatises mental health: across the school it is normal and acceptable to talk about mental health.
- Staff have improved mental health and emotional wellbeing, which can lead to fewer absences amongst staff.
- Pupils have improved mental health and emotional wellbeing, which can lead to better behaviour and academic outcomes
- The school has clear and effective pathways for referral and support.
- Through the Stakeholder Evaluation Forms, the school has an effective way of capturing and understanding the views of parents, pupils and staff on mental health awareness.
- Pupil and staff can confidently promote the Mercy Values in everything they do

## Curriculum

Pupils will learn about emotional and mental wellbeing through the curriculum. This is taught as part of the PSHE curriculum across all year groups. Pupils will learn about the benefits of a healthier lifestyle, what determines their physical and mental health and how to build mental resilience and wellbeing. Mindfulness, tips and techniques including the power of meditation and calming Apps are shared regularly. They study risk taking, healthy lifestyles and safety, including how to stay safe on and offline and the importance of healthy relationships. Pupils also study bullying, diversity and equality across all years. We constantly look for ways of establishing and developing 'The Maricourt Mindset', which nurtures the importance of resilience, acceptance, self-awareness and aspiration. Supplementary sessions are added for each year group to complement sessions using external providers and specialists.

RSE is taught through PSHE and RE. The school invests in specialist resources such as Ten Ten and uses external provision to support the curriculum in Year 7 and 11.

Pupils study relationships as part of the Religious Education schemes of learning. This includes how to be a respectable member of society in a diverse community. Pupils are taught the power of prayer and reflection and this supports them throughout life. In Physical Education pupils learn the importance of having an active lifestyle, and how exercise and nutrition form an integral part in living a healthier, stronger life. Pupils experience a wide range of indoor and outdoor activities including individual and team sports, this is to encourage students to foster a love of exercise and appreciate the importance of keeping active, focus, excellence and belonging.

Behaviour across the school is monitored to identify patterns or contextual safeguarding needs, and the curriculum is amended accordingly. Examples include bullying, conduct on line, drugs and alcohol, discrimination, violence, self-harm, CEC and CSE.

We are an Operation Encompass school which allows us to support young people and families with police related incidents outside of school.

We use Edclass online learning platform which gives students access to a wide range of PSHE repair lessons as well as a library of self-guided mental and emotional health support resources. Edclass is a tool used to support EBSA students as well as reintegration programmes.

### Wider school Curriculum

Progress Leaders incorporate regular wellbeing and lifestyle topics in assemblies and form tutors deliver regular information and sign posting to wellbeing support which has been collated by themselves or the wellbeing team. The school Chaplain prepares regular collective act of worship for the delivery in form period which gives pupils the opportunities to engage, reflect, live in the present moment, celebrate diversity and practise gratitude. The school's website and social media platforms prioritise wellbeing information, sign posting and affirmations. Attendance Officers and the Special Educational Needs Team are trained in sign posting to regular services. We also have a designated directory for students and parents on our school website.

### Levels of support

We offer different levels of support:

**Universal Support** - To meet the needs of all our pupils through our overall ethos and our wider curriculum.

**Additional support** - For those who may have short term needs and those who may have been made vulnerable by life experiences. Group work, interventions, enhanced pastoral support.

**Targeted support** - For pupils who need more differentiated support and resources or specific targeted interventions. Learning mentor, YOT workers, drugs counsellor, family support worker, school counsellor and school Chaplain.

**Referrals to outside agencies**- for example Child and Adolescent Mental Health Service (CAMHS), Sefton Mental Health Support Team, Venus, Catch 22, Ypas, SWACA, Change Grow Life, school partners such as Everton in the Community, LFC Foundation, Local Authority Safeguarding teams, school nurse or Safer Schools Police Officer. SEND students also receive initiatives from OSME, Inclusion Officers and Educational Psychologists. Our partner agencies are always expanding and are utilised regularly.

### Tools we use to identify and support:

Wellbeing questionnaires are conducted a minimum of twice per year with all pupils. Outcomes from this will develop an Action Plan which will inform the need for targeted intervention or curriculum updates. Learning Mentors use baseline tools in their first session as an initial guide and indicator of possible pupil need.

All Wellbeing interventions are communicated with parents as we recognise how they are an integral part of developing the whole person. It is recognised that students over the age of 16 have the right to consent to support without the notification of parents if they wish. Though as a school we try to work and include the parents/carer in the support interventions.

Progress Leaders and Assistant Progress Leaders are accessible at regular points throughout the day and there are two Pastoral Assistants available for when they cannot be accessed.

Wellbeing Champions have been trained across years 7-11 and have introduced themselves to all year groups.

## Staffing

### Senior Leadership Team

There is a Qualified Designated Wellbeing Lead and three Senior Designated Safeguarding Leads and 2 Deputy Safeguarding lead. The focus of the leads are strategic, putting whole school approaches in place and ensuring a coordinated approach. They oversee the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support, how staff are supported with their own mental wellbeing and how pupils and parents are engaged. They support the identification of at risk pupils and staff, exhibiting signs of mental health issues, and have a secure knowledge of the local mental health services. They have clear links into children and young peoples' mental health services to refer children and young people into NHS services where it is appropriate to do so, ensuring children and young people are referred to appropriate services when necessary. They have an overview of the coordination of the mental health needs of young people within the school and an oversight of the delivery of interventions where these are being delivered in an educational setting. They regularly support staff who are in contact with pupils with mental health needs to help raise awareness, and give all staff the confidence to work with young people. They oversee the outcomes of interventions in pupils' education and wellbeing. The Senior Wellbeing Lead establishes a whole school approach to mental health to promote preventative activity, good mental wellbeing and resilience amongst students and staff. (Child Protection and Safeguarding Policy)

### SENCO

The schools SENCO forms part of the whole school wellbeing team to ensure that individual special educational needs are met and monitored and form part of the strategic plans and interventions. The SENCO and Assistant SENCO are responsible for managing a team of Learning Support Assistants and allocating their provision based on pupil need (Special Educational Needs and Disability Policy). The school has a designated Learning Support Base and Sensory Room. All SEND students have a tailored support plan easy to retrieve for staff through Provision Map. Therapy dogs, OSME, ELSA training and Educational Psychologist referrals are led by the SEND Team.

## Learning Mentors

We have a number of Learning Mentors who form an integral part of the wellbeing team. As well as the wellbeing surveys, learning mentors work closely with, SLT, Progress Leaders and Assistant Progress Leaders to identify intervention needs. In the introductory session with pupils, learning mentors use RCAD analysis to help identify the best approach for tailored and personalised support and intervention. Pupils may then be placed on a six -week programme with learning mentors or referred to the school nurse, chaplain, careers advisor, DSL or relevant third party agencies. Learning mentors work very closely with parents and are associated designated safeguarding trained. In most instances the first referral will be to the learning mentors, who will then make necessary judgements as to the next steps, keeping the necessary key personnel involved. Learning Mentors support students and families who are struggling with self-harm and suicidal thoughts, by producing and sharing a Safety plan which is shared with DSLs, parents and the Pastoral Team, using the guide from Papyrus.

## Safeguarding Officer

The safeguarding officer supports the coordination of the Safeguarding team, actions and priorities and reviews the AP, reduced timetable and ESBA databases to ensure timely reviews. They also make referrals and attend meetings with families and external agencies including; supporting the triage of CPOMS, wellbeing and attendance referrals.

## RESET Manager

The school has a RESET Manager who will oversee the behavioural need of students and triage accordingly. The RESET Manager will monitor if it is a behavioural or wellbeing issue and locate students accordingly. The RESET room gives the option of an isolation/sanction space. The RESET hub area, wellbeing garden, sensory room and wellbeing clinic, shares a space with the Pastoral Teams and is next door to the Attendance Office to allow for joint working. There is an additional Reset room supported by a learning mentors, for students who are reintegrating or to carry out group interventions. Edclass is used to do repair education following an isolation incident, this is logged and tracked as targeted intervention.

## Chaplain

The school Chaplain promotes and nurtures an environment of prayer, reflection, care and community throughout the whole school. The school is fully trained to deliver the Rainbows Bereavement programme to pupils who have experienced loss. The school Chaplain leads on bereavement arrangements in situations of both sudden or expected death. Chaplaincy Captains and Young CAFOD Leaders contribute to developing spirituality across the school.

## Pastoral Support

Each year group has a Progress Leader and Assistant Progress Leader who has an overview of the pastoral needs of a year group. They communicate with parents and carers to reach positive outcomes for pupils and play an active role in the referral process. They lead form tutors in their pastoral provision and routines to create a safe and nurturing environment for pupils. As a school we aim for Progress Leaders to follow pupils throughout the year groups to create stability and ensure continuous relationship building. There is a designated Progress Leader for Year 7 who specialises in transition and ensuring the best start for pupils joining the school.

### Form Tutors

Form Tutors are the first point of contact each day and are an important part of setting the standards, tone and routine for the day. They monitor attendance, punctuality and behaviour. They are the first contact with students and important part of identifying changes in behaviour amongst students. We plan that Form Tutors can follow pupils throughout the year groups to create stability and continuity.

### Pastoral Assistants

There are three Pastoral Assistants who provide a platform for students to attend to their everyday needs. This may be from a practical or emotional perspective. In the first instance the staff here will try to solve or diffuse any issues that are preventing a pupil continuing comfortably with their school day. They are a strong communication link between pupils, staff and parents and ensure that pupils needs are satisfied in a timely manner and allows their learning to continue.

### Attendance Officers

The school has a process in place which allows attendance to be tracked and monitored. The Attendance Officers are the first point of contact to encourage and promote good attendance and regularly work with parents to promote this. The Attendance Officers collate the data which is then communicated to identify any early indicators of wellbeing issues and allow for timely interventions. The attendance team is trained to give local sign posting advice to parents

### School Council

The elected School Council enables pupil voice to be heard, this allows us to focus on continuous improvement and encourages us to be flexible to pupils needs.

### Wellbeing Champions

The school has a minimum of 10 pupil wellbeing champions at any one time, who support the promotion of a mental health and wellbeing amongst young people. They sign post students to relevant staff and resources on the school website. They inform curriculum planning and participate in the collection and evaluation of pupil voice.

### Anti-bullying Ambassadors

The school has a minimum of 6 Anti Bullying ambassadors who act as 'respect guardians' in the Arnold Campus and support the transition of new starters. The group is a diverse representation of the school community providing a voice for equality across the school. Students have been trained following the Princess Diana Award.

### School Counsellor

The school counsellor is based in school one day per week. Referrals are made via the pastoral team when other additional support has been utilised.

### Safer Schools Officer

The SSPO is in school once per week and provides education to both victims and perpetrators to support and also prevent repeat negative behaviours. The SSPO also delivers a wide range of assemblies to all year groups on areas such as; harassment, consent, online conduct, stop search, knife crime, county lines, equality and keeping safe. Assemblies are dictated by school trends and are age appropriate.

### School Nurse

The school nurse is based in school once per week, students can use the drop in service or be referred by a member of the pastoral team.

### Parents

All the above staff are accessible for parents to reach via, e-mail or telephone. The communication is continuous between parents and teaching and non-teaching staff. When the level of need changes for a pupil, parents are constantly updated, we recognise parents as an integral part in ensuring the wellbeing of pupils. We keep them updated with interventions and continuously send support material home via PS Connect, Class Charts, school website, we have active social media accounts which have a lot of parent engagement. We have a high number of followers on Instagram, Facebook and Twitter, this gives us a clear communication line with all our stakeholders. The school website has a dedicated tab to pupil and staff wellbeing strategy and support with a designated tab for parents. Parent voice is also included on Behaviour Support Plans, Attendance Support Plans and Learning Support Plans.

### Behaviour Support Plans

Class Charts, Provision Map, CPOMS and SIMS will be used to identify the need for a Behaviour Support Plan to be constructed. Indicators would include attendance, behaviour incidents recorded and progress. The plan is a supportive process to allow students, teachers and parents/carers the opportunity to reflect on behaviour and identify next steps that will give students the best chance to progress and enjoy school.



## Resources

We have a wide range of resources allocated specifically for Pupil wellbeing, these include;

- 3 Pastoral Assistant services
- Chaplaincy room
- Chapel
- Learning Support Centre
- Wellbeing Clinic and Garden
- Sensory Room
- SEND Base
- RESET Room
- RESET Hub
- Careers Library
- Lots of greenspace with benches
- Website- designated wellbeing tab, sign posting to useful resources
- Social Media- regular updates in relation to wellbeing support
- CPOMs, Class Charts, Provision Map and Sims is used to log, track, store and retrieve information. These systems form an integral part to the communication regarding a young person
- Edclass interactive online learning platform

## Partnerships and Third-Party Agencies

Partners and Third-Party agencies allow for interventions which will support our whole school approach to nurture a culture of positive emotional and mental wellbeing. These include;

- NHS- School Nurse, Alder Hey Children's Hospital
- CAMHS
- Sefton Mental Health Support Team- Early Mental Health practitioners, CBT Therapist, interpersonal therapist.
- Sefton Authority Social Services
- Kooth
- Edgehill University- Mental Health Support Practitioner
- Everton in the Community
- LFC Foundation
- Sefton Elevate
- Evolve Drugs Service
- Rainbows
- RSE Specialists

- Change Grow Life
- Catch 22
- Venus
- Ypas
- SWACA
- School Counsellor
- Family support and social workers
- Young Carers
- Independent Practitioners- Positive Mindset Coach, Yoga/meditation Instructor.
- Safer Schools Officer
- Cash for Kids
- Therapy Dogs

### Staff Wellbeing

Maricourt Catholic High School recognises that staff are its most important resource. We seek to value our staff through personal and professional support, involvement in school decisions and access to professional development. In addition to acknowledging the school's responsibility to staff wellbeing, staff have the primary responsibility for their own health and wellbeing. This involves taking care of oneself and letting the school know about any aspect of work or the working environment which may be affecting health. All wellbeing activities should be focused on all staff working together to improve their working conditions and this should be done within a "no-blame" environment.

In practice Maricourt Catholic High School will:

- Carry out a staff wellbeing survey bi annually to inform areas for action
- Keep staff up to date with wellbeing support, resources via regular email updates and posters
- Have regular opportunities to allow staff to discuss wellbeing issues
- Provide a range of strategies for involving staff in school decision making processes
- Range of voluntary working parties, so staff can work together to inform policy
- Ensure appraisal systems are linked to clear job descriptions
- Provide additional support in particularly stressful times
- Regularly review communication systems to ensure staff are well informed
- Ensure all staff have access to professional development opportunities
- Ensure staff have knowledge of and access to Union representation
- Regularly review the demands on staff time to see if things can be done differently. Any changes in procedure and policy will be workload assessed allowing input from staff
- Ensure a positive school ethos where everyone is valued

- Through training and building security, provide staff with a sense of safety and the confidence to deal positively with stressful incidents
- Respond sensitively and flexibly to external pressures impacting on staff lives
- Maintain contact with staff when they are absent from work for a long time, and provide support on their return to work
- Have trained Wellbeing Ambassadors
- Work towards positive staff pupil relationships, to ensure an effective teaching and learning environment and a happy place to work for staff and pupils Equal Opportunities Health & Safety Recruitment Managing sickness absence.
- Provide access to external support for Counsellors and Cognitive Behavioural Therapist (CBT) in addition to Physiotherapists which are confidential and free of charge to staff.
- Advice and support from Occupational health physician and nurse if needed with follow up meeting and wellbeing check ins.
- Monitoring of classroom behaviours so staff feel supported
- Ensure all staff have access to a Senior Leader and that SLT operate an 'open door policy'
- Promote a culture in which family, community and Mercy Values are important

Many resources, activities and opportunities have been put in place to ensure the wellbeing of staff

- Fitness Suite availability
- Staff football
- Staff choir
- Positive parent voice shared regularly
- Colleague affirmations Summer INSET – Mercy Values
- External agency support offered
- SLT availability- open door or e-mail
- Whole school quiz
- Whole school collective act of worship time
- End of term celebration
- Staff room facilities across both Campuses
- Catherine McAuley Awards
- Emails shared for staff wellbeing, Kooth, Qwell, Sefton Mental Health Support Team and other agencies.
- Timetable adaptations
- Chaplaincy lunches
- Chaplaincy availability for sessions
- Chapel- reflection and quiet space
- Chapel- Staff Prayer
- Wellbeing Garden
- Ongoing communication from Chaplain in relation to prayer and reflection
- Headteacher open door policy
- Wellbeing calendared time

- Healthcare plan for staff
- Review of school calendars-(allowing for a consultation period with staff)
- Clear Calendar – workload planner
- Personalised CPD session
- Staff survey feedback/consultation on policies and new systems
- Centralised Planned CPD
- 2 Qualified Wellbeing Ambassadors, 8 trained staff wellbeing first aiders
- Staff toast and refreshment
- Centralised detentions
- Promote a culture in which family is important
- Social time beyond the school day
- Commitment to staff development
- Behaviour policy and systems which supports staff
- Link meeting wellbeing check in
- Department meetings wellbeing checks
- Inset catering

## CPD

We have a designated CPD area for Wellbeing CPD including trauma, work life balance, low mood and anxiety, ACEs. Staff all take part in regular Safeguarding and SEND training. Staff have opportunities to enrol on additional training such as Place 2Be as well as additional CPD opportunities specific to their role. Staff have opportunities for self directed CPD time. Archdiocese and Sefton newsletters are sent out regularly with opportunities for CPD. Learning Mentors and the school Chaplain have designated CPD time which allows them to take part in CPD with external specialists. Staff are encouraged to support and engage with pupil sessions and interventions lead by external specialists. The Wellbeing area of the school website is also an excellent CPD and signposting resource.

All Progress Leaders have received the DSL training and The Working Together training.

The school have subscribed to the National College, this gives staff the opportunity to use CPD to develop their area of need. Courses in relation to safeguarding updates, PSHE, RSE, SEND, Behaviour and Mental Health and Wellbeing are encouraged regularly by the CPD lead.

Other Policies to be considered with this policy include:

- Special Educational Needs and Disabilities
- Child Protection and Safeguarding (which is inline with KCSIE 2024)
- Behaviour Policy- Rewards and Sanctions
- Attendance and Punctuality Policy
- Equality and Diversity Policy and Objectives
- PSHEE and Citizenship Curriculum Policy
- Anti-bullying policy

- Work Life Balance Policy and Procedure
- Attendance Management and Support Policy and Procedure
- Teachers Appraisal Policy

#### Links to other documents

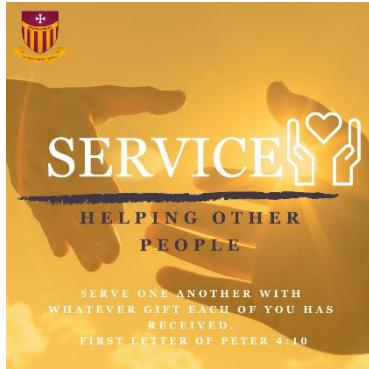
- Pastoral Handbook for All Staff
- Ebsa, Managed Move, Alternative Provision and Reduced Timetable Processes
- Staff Code of Conduct
- Staff Handbook

### Staff Directory

SLT Qualified Mental Health Lead- Danielle Lawler  
 DSL- Dave Friend, Danielle Lawler and Steve Naughton  
 Associate DSLs and Learning Mentors- Michael Kirkby, Nicki Allen and Alison Turner. Progress Leaders Liz Orr, Rachel Burke, Kellie Bullen and Natalie O'Rourke  
 Chaplain- Julia Ashes  
 SENCO- Sarah Linten  
 CPD Lead- Lauren Day  
 PSHE Lead- Stevie Tynan  
 RSE Lead- Sarah Bradley  
 Safer Schools Officer- Rotating Team  
 School Nurse- Rotating Team  
 Sefton Mental Health Team

### Monitoring and Evaluation

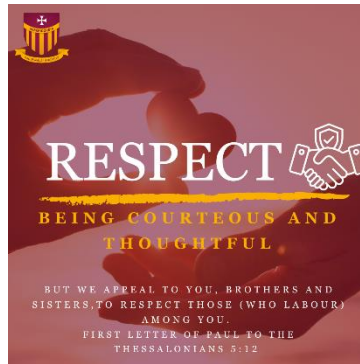
- Stakeholder Voice
- External Quality Assurance Award- the school has achieved the Optimus Whole School Approach to Emotional and Mental Health Wellbeing. This is valid for 3 years.
- The school has won a National Award at the 'Tes Awards' for Pupil Mental Health Initiative of the year 2022 and was again shortlisted in 2024.
- The school received a special commendation 'Tes Award' for Staff Mental Health Initiative of the year 2023. This was for an initiative supporting staff who were experiencing the menopause.
- Finalist for 3 years for the Partnership Award at the Educate Awards. Receiving Runner up in 2023.
- The school has also achieved the Sendia Award and is looking at renewing this.
- The school is part of the Archdiocese review groups for Attendance, Behaviour and Wellbeing and are active members of the working parties.



**SERVICE**

HELPING OTHER PEOPLE

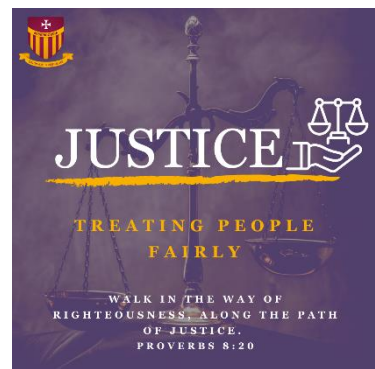
SERVE ONE ANOTHER WITH WHATEVER GIFT EACH OF YOU HAS RECEIVED.  
FIRST LETTER OF PETER 4:10



**RESPECT**

BEING COURTEOUS AND THOUGHTFUL

BUT WE APPEAL TO YOU, BROTHERS AND SISTERS, TO RESPECT THOSE (WHO LABOUR) AMONG YOU.  
FIRST LETTER OF PAUL TO THE THESSALONIANS 5:12



**JUSTICE**

TREATING PEOPLE FAIRLY


WALK IN THE WAY OF RIGHTEOUSNESS, ALONG THE PATH OF JUSTICE.  
PROVERBS 8:20



**HOSPITALITY**

BEING FRIENDLY AND MAKING PEOPLE FEEL WELCOME

WELCOME ONE ANOTHER JUST AS CHRIST HAS WELCOMED YOU, FOR THE GLORY OF GOD.  
LETTER OF PAUL TO THE ROMANS 15:7



**COURAGE**

BEING BRAVE

KEEP ALERT, STAND FIRM IN YOUR FAITH, BE COURAGEOUS, BE STRONG.  
FIRST LETTER OF PAUL TO THE CORINTHIANS 16:13



**COMPASSION**

SHOWING CONCERN FOR PEOPLE WHO ARE IN NEED

AS GOD'S CHOSEN ONES, CLOTHE YOURSELF WITH COMPASSION, KINDNESS, HUMILITY, MEekNESS AND PATIENCE.  
FIRST LETTER OF PAUL TO THE COLOSSIANS 3:12