



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

POLICY REVIEWED: September 2023
SCHEDULED REVIEW: September 2024

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.

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

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 is 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, drugs and alcohol, discrimination, violence, self-harm, CEC and CSE.

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 and practise gratitude. The schools website and social media platforms prioritise wellbeing information, sign posting and affirmations.

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, school counsellor and school Chaplain.

Referrals to outside agencies- for example Child and Adolescent Mental Health Service (CAMHS), Sefton Mental Health Support Team, school partners such as Everton in the Community, Local Authority Safeguarding teams, school nurse or school Police Officer. 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 RCADs 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 Student Service facilities 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. 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 service 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 is 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.

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.

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, RESET hub area, wellbeing garden, sensory room or

wellbeing clinic. There is an additional Reset room specifically designated to year 7, 8 and is also utilised by SEND students.

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.

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.

Student Service

There are two student services who provide a platform for students to attend to their everyday needs. This may be from a practical or mental 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.

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 15 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 8 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 age appropriate.

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, 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.

Behaviour Support Plans

Class Charts, Provision Map 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;

- 2 Student Services
- Chaplaincy room
- Chapel
- Learning Support Centre
- Wellbeing Clinic and Garden
- Sensory Room
- RESET Room X2
- 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

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
- Shaping Futures

- Sefton Elevate
- Rainbows
- RSE Specialists
- Grow Life
- 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 once per year to inform areas for action
- Keep staff up to date with wellbeing support, resources via regular email updates
- 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
- Hold termly wellbeing meetings lead by 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.

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

- Fitness Suite availability
- Staff football
- Textiles club
- Staff choir
- Positive parent voice shared regularly
- Colleague affirmations communicated
- Mindfulness strategies introduced
- External agency support offered
- Wellbeing afternoon (Children's Mental Health week)
- Wellbeing time scheduled on INSET Day
- SLT availability- open door or e-mail
- Whole school quiz
- Whole school collective act of worship time
- Social committee- celebrations at the end of each term.
- Good 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 mediation
- Chaplaincy availability for sessions
- Chapel- reflection and quiet space
- Wellbeing Garden
- Ongoing communication from Chaplain in relation to prayer and reflection
- Headteacher staff voice meetings- Staff wellbeing group meet termly
- Healthcare plan for staff
- Review of school calendars-(allowing for a consultation period with staff)
- Leaders support staff in managing their workload
- CPD Tool Kit on Teams

- Planned CPD
- 2 Qualified Wellbeing Ambassadors, 8 trained staff wellbeing first aiders

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. 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.

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
- Behaviour Policy- Rewards and Sanctions
- 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

And the Staff Code of Conduct and 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 Barnett' and Natalie O'Rourke
 Chaplain- Julia Ashes
 SENCO- Sarah Linten
 CPD Lead- Lauren Day
 PSHE Lead- Sarah Bradley
 RSE Lead- Clare Landor
 Safer Schools Officer- Charlie Southern

School Nurse- Rosina Stevenson
Sefton Mental Health Team
EITC Lead- Julia Deal

Monitoring and Evaluation

- Stakeholder Voice
- External Quality Assurance Award- the school has recently achieved the Optimus Whole School Approach to Emotional and Mental Health Wellbeing. This is valid for 3 years.
- The school has recently won a National Award at the 'Tes Awards' for Pupil Mental Health Initiative of the year 2022.
- The school has recently been shortlisted for a National Award at the 'Tes Awards' for Staff Mental Health Initiative of the year 2023. This was for an initiative supporting staff who were experiencing the menopause.
- The school has also achieved the Sendia Award and is looking at renewing this