

Wellbeing Policy

Primary person responsible for updates to this policy: Myles Blair

Job title: Head of Wellbeing

Last review date: June 2021

Next review date: June 2022

‘Parents’ refers to parents, guardians and carers.

SECTION 1

Vision/Mission Statement

DLD College Mission Statement

*“Developing the next generation of Leaders to take their place in a
challenging & Diverse world.”*

Policy Statement

DLD College London is committed to the development of all the students under our care both academically and pastorally and recognises the important role that physical, mental and emotional wellbeing play in academic and personal success, and aims to provide the highest standard of pastoral care possible to its students. In order to fully realise this aim the college has adopted a number of standards and practices.

This policy describes those standards and practices that are in place to ensure consistent and complete provision of the college’s wellbeing support for students.

Related Policies and Documents

The following policies and documents are referenced in this policy.

- Safeguarding Policy
- Medical Policy
- Counselling and Mental Health Policy
- SEND Policy
- PSHEE Scheme of Work
- PSHE Policy
- SRE Policy
- Student Handbook
- Boarders’ Handbook.
- DLD Health Charter

Principles and aims of the Wellbeing Policy

Through the adoption and implementation of this policy we aim to:

- Promote positive social, emotional and mental health throughout the college.
- Promote positive physical health and behaviour throughout the college
- Ensure that all students have access to a broad and balanced curriculum, irrespective of any additional social, emotional or mental health requirements they have.
- Encourage all students to take as full a part as possible in all school wellbeing activities and services.
- Provide effective communication with parents regarding student mental, emotional and social wellbeing, and to recognise and encourage the vital role played by parents in supporting their child's education from a pastoral perspective.
- Ensure that Student Voice is integral to the planning and execution of wellbeing services at the school.

Objectives

To fulfil our aims, our objectives are:

1. To provide a well-functioning Wellbeing Centre that promotes and offers access to all of the college's wellbeing support provisions.
2. To operate a "whole student, whole school" approach to the management and provision of support for social, emotional and mental health wellbeing.
3. To provide a broad and balanced programme of Co-Curricular activities accessible to all students.
4. To provide support and advice for all in respect of the promotion and maintenance of positive student wellbeing.
5. To identify and provide for students who have specific social, emotional and mental health needs in accordance with the SEND Policy and the SENDCo.
6. To provide a regular platform for Student Council to be involved in and feedback on whole school wellbeing provision.
7. To work within the guidance provided by The Mental Health First Aid England and Action for Happiness 'G.R.E.A.T. D.R.E.A.M' frameworks

The following acronyms are used in this document:

- ELT – Executive Leadership Team
- MDT - Multi-Disciplinary Team
- SEND – Special Educational Need or Disability
- SENDCO - Special Educational Need or Disability Co-ordinator (Also referred to as Head of Additional Learning Support
- WBC – Wellbeing Centre
- HM'S – Housemaster/Housemistress

Section 2 – Implementation and Monitoring

Section 2A - Whole School Wellbeing

Whole School Wellbeing is implemented across a number of distinct and complementary facilities designed to promote and maintain positive social, emotional and mental health throughout DLD. The overall strategy for whole school wellbeing is led by the ELT and implemented and monitored by the Head of Wellbeing and the surrounding team of support staff and individual wellbeing practitioners based, primarily, in the Wellbeing Centre (WBC).

Safeguarding

Safeguarding is the number one priority in the College and the Wellbeing Policy remains subject to the colleges Safeguarding Policy. Any confidentiality indicated by individual wellbeing practitioners under the Wellbeing Policy is invalidated when a safeguarding concern arises. All members of staff have undergone required safeguarding training and understand their duties to offer their support.

The Pastoral Team and tracking Student Wellbeing

The tracking and ongoing support of students across the whole college relies on the effective communication of concerns amongst pastoral staff. This communication process is as follows

Weekly Wellbeing team meeting

Purpose and reporting

To discuss students of concern that are known primarily to the wellbeing team through their engagement with the counsellor, coach, learning support team, nurse or through referral or contact to the Head of Wellbeing from DoS or teaching staff. The Wellbeing Team review actions taking place, suggest further actions to support each student and offer recommendations for escalation to the Pastoral Team meetings or Safeguarding actions. The Wellbeing Team maintains a list of Students, their actions and outcomes.

Participants

Head of Wellbeing (Chair), College Nurse, College Counsellor, Head of Learning support

Frequency

Weekly

Intended outcomes

Agreement of actions to support students short, mid and long term, scheduling of Multi-Disciplinary Team (MDT) meetings to broaden the information on a student before MDT decided action plans and identification of students to be escalated to the Pastoral Students of Concern list.

Weekly Houseparent team meeting

Purpose and reporting

Boarding related matters review meeting, discussion of recent events, Discussion of students of concern, review of suggestive actions and further actions to be agreed.

Participants

Houseparents, Head of Wellbeing and Head of Boarding (Chair). Occasionally, Vice Principal (Pastoral)

Frequency

Weekly

Intended outcome

Agree on actions to take place, both short, mid and long term. Preparing to share information at Pastoral Team meeting.

Fortnightly Pastoral Team meeting

Participants

Vice Principal (Pastoral) - Chair, Head of Boarding (November 2021), Assistant Principal (Head of Lower School), Head of Wellbeing, Head of Learning support, Accommodation Officer, College Nurse and College Counsellor.

Frequency

Fortnightly

Purpose and reporting

Discussion of students of concern, review of suggestive actions and further actions to be agreed.

Intended outcome

If there are any actions required, they are agreed at that time and the responsibility of following through with those actions is given to a member of the team. From time to time, a decision is made as to whether a MDT meeting is required and again a team member is allocated to organize the meeting

with any relevant member of staff for that student over the coming week. The purpose of the MDT is to discuss in greater depth the support of the student and between the participants agree on actions that will help contribute to the lessening of the risks associated with the student.

A traffic light document is created regarding the current status of the student, with the colours from the threshold document representing the current vulnerabilities of the student.

Half-Termly Safeguarding Team meeting

Participants

Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

Frequency

Every half term

Purpose and reporting

Serious Case Reviews, evaluating current safeguarding procedures, review in line with roles and responsibilities document.

Intended outcome

Cohesive review and understanding of the safeguarding practices and procedures in College.

Nothing in this document should be construed as a limitation to any staff member's ability to raise a safeguarding or pastoral concern through referral to the safeguarding team (in line with the Safeguarding Policy) or to the Head of Wellbeing, Nurse, College Counsellor or Head of Additional Learning Support.

The Wellbeing Centre

The WBC is located on the first floor of the school and is the focal point of all our wellbeing points-of-contact. It is identified to students, parents, visitors and faculty through signage, tours and via induction processes and the student handbook.

The purpose of the Wellbeing Centre is to increase awareness of, and access to all wellbeing and related services that the college provides and to provide an area of focus for the general education around and awareness of mental health issues likely to impact young people, their causes and their treatment/management within a school setting.

See Appendix I – Roles and Responsibilities for details on the members of staff located in the WBC and others responsible for wellbeing under this policy.

Tutors

The school allocates every student a tutor. The tutor and student meet daily in a registration period where college notices are distributed and opportunities for conversations focused on wellbeing can take place. Regular one-to-one meetings take place to address any concerns and set personal targets for the student (academically and pastorally). The actions and outcomes of these meetings are documented in a shared OneNote notebook, monitored by the student's HM's.

Once per week this registration is extended to include PSHEE material delivered by the tutors (including 'The Other Subject' as detailed below) or external providers.

PSHEE Curriculum

All students receive a minimum of one 35-minute tutor period led PSHEE per week focusing on personal development, resilience, mental health awareness, tolerance and global citizenship as well as 'The Other Subject' programme of self-coaching. A regular programme of whole-school events and external speakers is provided throughout the college year, which may take place in this period or separately.

In addition, compulsory school age students receive an additional timetabled PSHEE 40-minute lesson per week delivered in line with the PSHEE Scheme of Work Document developed to employ the JIGSAW Scheme of Work (See the PSHEE Scheme of Work for more information). Statutory RSE has been implemented from September 2019 for CSA students under the same scheme.

'The Other Subject'

The Other Subject is a programme of personal development designed for DLD and delivered by the tutors that develops the following areas:

- Focus and Attention
- Relationship to yourself
- Relationship to others
- Communication
- Resilience
- Future Planning
- Accomplishment

AS Tracking

Following the successful trial with boarders, the College uses the online tool AS Tracking to identify, evaluate and implement strategies for risks to students' Mental Health across all students. The students complete a short questionnaire twice a year in October and May. The results are then analysed by the pastoral staff to

create action plans on a student-by-student basis. All the data is handled in line with our data protection and GDPR obligations.

Additional information on AS Tracking can be found in Appendix IV.

The DLD Health Charter

The DLD Health Charter is a scheme of suggested activities to promote positive physical and Mental Health amongst staff and students. The Health Charter is Built upon the Action For Happiness G.R.E.A.T. D.R.E.A.M. Framework (see Appendix V) with additional activities focusing on Diet, Sleep and Lifestyle.

Using the college-wide Canvas VLE Students are encouraged to submit evidence of their meeting the criteria of each category of the DLD Health Charter. Lower school students are encouraged to maximise their engagement through competitive badges and a (anonymised) league table.

The College Nurse

The College Nurse is located in the WBC and operates in line with the college's General Medical and Counselling Policy.

Peer Mentorship

The College operates a Peer Mentorship Programme for all compulsory school aged students in Year 9 and 10, as well as GCSE students who are assigned a Year 12/13 mentor on a need by need basis. All mentors participate in compulsory Safeguarding training, Empathy training and also have the opportunity to attend Mental Health First Aid Lite training.

The mentor role involves:

- Providing a supportive, non-judgmental relationship in which the mentee can feel comfortable and encouraged.
- In addition to helping mentees with their studies and study skills, the role also includes supporting the mentee's social and personal development and helping them resolve any issues and difficulties they may have.
- Acting as a positive role model, providing support, guidance, and constructive feedback to motivate and encourage their mentees.

The key objectives of the programme are to:

- Improve their mentee's academic English performance
- Increase their mentee's self-confidence
- Support their mentee's personal development
- Establish trust

- Encourage, motivate and challenge their mentees to do the best they can.

Students are allocated their mentor in the first term and support continues until study leave. Support takes the form of weekly 40-minute sessions where targets, goals, and challenges are discussed and actions set to ensure each student is reaching their potential and getting the most out of their time at DLD in a happy and healthy way.

Section 2B - Boarders' Wellbeing

Houseparents

Each boarding student is allocated a Houseparent who is a principal pastoral contact for that student. Details of all roles and responsibilities of Houseparents can be found in the Boarder's Handbook.

External support

Dr Emma Loveridge – Independent Listener eloveridge@rafanhouse.com

If a student feels that they need to contact an independent person outside of College about the care that they are being given at the college then Dr Emma Loveridge is engaged as an independent listener contactable directly via the email above or by phoning 07774859215. The independent listeners details are available in the Boarders' Handbook and displayed around college and the Boarding House.

Section 2C – Students with Specific Individual Wellbeing Needs

Identification, Assessment and Provision

A student may become known to the Wellbeing Department through:

- Admission procedures
- Expression of parental concerns
- Student self-referral
- Specialist assessments undertaken by external educational psychologists or other practitioners
- Direct referral via Tutors, Housemaster/Housemistress or Subject Teacher.
- Referral from other staff members

Provision

Specific Individual Wellbeing Support Provision means:

A student requires monitored support in addition to that provided by the college to all students at all times (for example, one-to-one counselling or coaching).

Where a student is identified as having specific Individual Wellbeing Support needs, action will be taken to support the social, emotional and mental health needs of the student.

Specific Individual Wellbeing Support may take a number of forms that are specifically appropriate to support the identified individual needs of a child.

The Individual Wellbeing Practitioners are:

- Emily Elliot – College Counsellor
 - In addition to Emily there are volunteer counsellors available to suit timetable and need.
- Matteo Trevisan – Performance and Wellbeing Practitioner.
- Sara Khoorosi - Alexander technique Practitioner.

In addition to these staff members, a number of DLD staff have completed Graydin coaching qualifications.

Referral Processes

College Counsellor

Referrals to the counsellor are made per the General Medical and Counselling Policy 2019-19.

A referral to the counsellor may take place on occasions of (but not limited to) the following:

- Where there appears to be a pattern. The problem is ongoing and is affecting functioning.
- ‘Frequent fliers’ –regularly drop by a member’s office or class and the issue doesn’t seem to go away e.g. regular panic attacks
- A student seems to be “perpetually” tired, anxious, depressed, irritable, angry, or sad.
- A student’s thoughts or actions appear unusual to others.
- Staff feel they are doing more “personal counselling” than “academic advising” with a student.
- Marked changes in a student’s appearance or habits (for example, deterioration in grooming, hygiene, dramatic weight change, marked withdrawal in a normally outgoing person, accelerated activity or speech in a normally reserved person, or marked change in academic performance).
- Indications of hopelessness or helplessness.
- Student presenting with a pattern of risky behaviour
- A student’s use of alcohol or other substances or other risky behaviours interferes with his/her relationships or work.
- A student makes suicidal comments.

Accessing counselling at DLD should be with student's informed consent. Students can self-refer via email or drop in, but HM's will be notified that they are getting support. Staff wanting to refer a student should refer to the HM's who will refer onwards.

The college counsellor undertakes an assessment to identify risk, performance, functioning and wellbeing. This helps identify way forward and goals are agreed for counselling. Appointments are arranged so student does not miss lessons.

Counselling sessions post referral are confidential with the exception of safeguarding. This is important to foster trust.

Performance and Wellbeing Practitioner

Circumstances when a student might be referred to the PWP include but are not limited to:

- The standard of work from a student has dropped and they say they are:
 - Stressed
 - Overworked
 - Unable to organise themselves
 - Unsure as to why they are underperforming.
- A student is unsure about what they want to do after DLD or unsure of how to achieve existing goals.
- The student is motivated to improve or push themselves but is not clear how to do so.

Referrals should be made through HM's to the PWP. Subject teachers or tutors email the HM's with HM's to refer by email to Head of Wellbeing myles.blair@dld.org for scheduling.

A student can self-refer by booking an appointment via <http://calend.ly/dldcoaching>

If a student self-refers by contacting Matteo or Myles directly the Housemasters/Housemistresses will be notified.

Alexander Technique Practitioner

Referral to the Alexander Technique Practitioner is via the Head of Co-Curricular (sean.gallagher@dld.org) or the Head of Wellbeing (myles.blair@dld.org)

Access Requirements

Any additional access requirements required by students receiving specific individual wellbeing support from the college counsellor will be managed by the SENDCo in accordance with the SEND Policy.

Resources

The responsibility for determining the amount of resource for wellbeing lies with the school's Executive Leadership Team who will seek advice from the Head of Wellbeing.

The Head of Wellbeing is a budget holder receiving an annual allocation of the overall budget.

The resources for wellbeing are used to provide whole school resources, specific training on SEMH and other wellbeing related topics, and specialist resources for individual wellbeing practitioners.

The Head of Wellbeing has the key responsibility for determining the allocation of these resources in consultation with the Executive Leadership Team and may also consult the rest of the staff regarding areas of need across the whole school.

Wellbeing Professional Development

All staff in the school/college will be provided with general or specific training or information on student social, emotional and mental health and wellbeing, including Mental Health First Aid training as developed by Mental Health First Aid England.

The Wellbeing Team should be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEMH issues and support the wellbeing of students.

The Head of Wellbeing should be aware of relevant courses which staff can request access to and the Head of Wellbeing can advise as necessary. All staff have access to training, including individual wellbeing practitioners. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all staff.

Roles and Responsibilities

Please see Appendix I.

Communication and Collaboration – Partnership with Parents/Carers

The College believes that effective communication and engagement with parents is the best way to ensure we are meeting the wellbeing needs of students. It is important for parents to know and understand what support their child may be receiving or have access to and it is essential that the

college know and understand of any external support that is being received by the students so that we can provide complementary support.

The college runs regular parent events including engagement and training sessions throughout the year for parents to better understand the work that we are doing to build a positive college environment and meet the general and individual needs of students from a pastoral care perspective.

Details of college wellbeing activities and invitations to engagement events are sent out weekly in the school's 'From The Principal' newsletter.

Parents of any student will be contacted by the allocated tutor who will communicate directly with them in respect of the everyday wellbeing of students.

Parental Concerns regarding Wellbeing

If a parent has any wellbeing concern in respect of their child should contact their HM's in the first instance. If further contact with the Head of Wellbeing Individual Wellbeing Practitioners is required this will be arrange based on that contact.

Record-keeping and evaluating the success of the policy

The Wellbeing Team will maintain an ongoing list of the students accessing wellbeing support in the college including actions and outcomes for those students. This list is reviewed weekly and the Head of Wellbeing will undertake a termly review of outcomes to ensure that actions taken have been effective.

The list is shared with and accessible to the Wellbeing Team via the college IT infrastructure in accordance with college Data Protection policy.

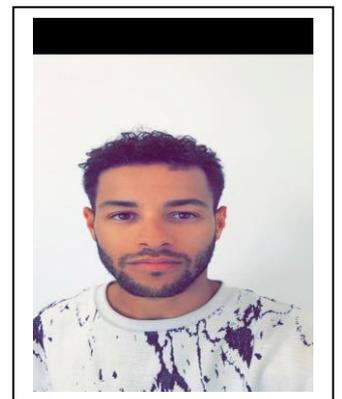
A review of AS Tracking data will also be used to ascertain the success of this policy in respect of whole school wellbeing.

Appendix I - Roles and Responsibilities

Head of Wellbeing – Myles Blair – Rm 1.63 — myles.blair@dld.org

The Head of Wellbeing will:

- Keep an up to date and informed list of all students who access Specific Individual Wellbeing Support
- Coordinate with the SENDCo to produce student profiles for staff on students with SEMH SEND which, where necessary, will outline strategies to support that student.
- Ensure that appropriate documentation is kept on the student's file, managing materials with sensitivity and storing them confidentially.
- Provide INSET training for staff on current best practice.
- Liaise with parents and, where necessary, external agencies.
- Oversee the work of Individual Wellbeing Practitioners.
- Oversee with the ELT the strategic planning and budget for Wellbeing
- Store information securely and, if necessary, responsibly destroy any confidential materials.



**Vice Principal (Pastoral) – James Kidd Rm M.08 – james.kidd@dld.org
07717894425**

The Vice Principal (Pastoral) will:

- Have oversight of all Pastoral and Wellbeing matters at the college.
- Act as Designated Safeguarding Lead for the college.
- Chair the fortnightly Pastoral meeting
- Liaise and authorise appropriate Wellbeing budget spending on resources and training.
- Line manage the Head of Wellbeing, Head of Boarding, Housemasters and Housemistresses, College Nurse, Counsellor, and Head of Co-Curricular.



Houseparents & Head of Boarding

Rm 1.14

Houseparents live in the boarding house and there is always at least one houseparent on duty

The duty houseparent should be contactable 24 hours a day on the phone or by email or text during the day (7am – 11pm).

Phone: 0044 (0)7880 832 822

Email: houseparents@dld.org

The Head of Boarding oversees the boarding provision at DLD College and is focused on ensuring the boarding experience meets and exceeds all the national minimum standards for Boarding Schools. Their job is to ensure the boarding facility is homely and that all boarders feel safe and secure and to ensure the highest standards of pastoral care and welfare in co-ordination with the Houseparents.

Any question about the practices within boarding at DLD can be addressed to the Head of Boarding.

You can contact the Head of Boarding in the week.

Tutors

Tutors will:

- Monitor student progress in line with the guidance provided by the Vice Principal (Academic) and Housemasters/Housemistresses encouraging students to set personal targets, relating to their academic study and personal wellbeing.
- Conduct regular one-to-one pastoral tutorials to discuss ongoing pastoral matters and issues.

INDIVIDUAL WELLBEING PRACTITIONERS

College Counsellors – Emily Elliot (Monday – Thursday)

Rm 1.65

Provides confidential (guidelines set out by BACP) one to one and group counselling for students and staff members at DLD College. The College Counsellor will aim to improve wellbeing and resilience for all through providing an effective counselling service whilst raising awareness of mental health issues and reducing the stigma around mental health.



Performance and Wellbeing Coach – Matteo Trevisan (Fridays)

Rm 1.50

Individual Wellbeing Practitioners (Counsellors and Coaches) will:

- Keep confidential all matters arising from specific individual wellbeing support sessions unless required to share in accordance with the college's Safeguarding Policy

ADDITIONAL WELLBEING STAFF

The Academic Learning Support department – Kymberlee Luke and Sarah

Barnard

Rm 1.65

The Academic Learning Support Team will:

- Provide information, support and training that may be required and relevant under the SEND Policy.

Attendance & Intervention Officer – Michelle Nembhard – M.04

The Attendance Officer & Intervention Officer:

- Is responsible for monitoring student attendance, noting illness or absence and keeping accurate records to pass to the Vice Principal (Pastoral).
- Will send attendance notification messages to students, parents, and guardians and will receive and process authorisations from parents and guardians.

College Nurse – Cristina Vera Freire - Rm 1.62

The Nurse is on hand during term time for any student who is unwell or who has any physical or mental health questions or concerns. The Nurse will assist students with health concerns, allergies, or medications and will be available to help with any first aid needs. If a student is feeling unwell, they should speak to their Director of Studies who may bring them to see the Nurse.

The Nurse can help to register with a GP, give information about sexual health, stopping smoking, drug use, or mental health. All information given about health is dealt with confidentially.

Accommodation – Alisa Cernavska - Rm M.02

- Acts as the main administrator of boarding house bookings and the main college accommodation point of contact for those students situated in host families or independent accommodation. Includes working with the Head of Boarding to support the admission of new boarders and the running of the boarding house.
- Monitoring and refining compliance systems to ensure the college meets UKVI sponsor requirements, under the guidance of the Tier 4 Immigration Compliance Manager. The College is committed to safeguarding and promoting the welfare of our students.



Head of Co-curricular and Sports Co-ordinator – Sean Gallagher - Rm - 1.63 sean.gallagher@dld.org

Responsible for all Co-Curricular activities in college the year as well as overseeing the GCSE Sport and Pre-sessional Sport timetable. Students are asked to sign up for activities at the start of each term; students wishing to sign up throughout the year should contact Sean. He is also responsible for providing any sport kit that both GCSE sport and Pre-sessional Sport students must wear during sports lessons.



Appendix II - Social Emotional & Mental Health SEND Assessment Thresholds.

Level	Possible Indicators	Possible Student Support	Staff Involved
1 Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> • Homework regularly not completed • Significantly broken attendance • Disengagement in 2 or more subjects • Withdrawn / behaviour issues • Troubled friendships • Poor / unkempt clothing or hair appearance • Poor self-esteem 	<ul style="list-style-type: none"> • Attendance monitoring • Class teacher / TA to talk to child • Give student roles of responsibility to improve self-esteem 	<ul style="list-style-type: none"> • Class teacher • TAs
2	<ul style="list-style-type: none"> • Persistent absence / broken attendance • Disengagement in 3 or 4 subjects • Significantly withdrawn / behaviour issues • Very troubled friendships • Extremely poor self-esteem 	<ul style="list-style-type: none"> • Attendance monitoring – contact parents • Record of Concern possibly submitted to SENDCo for advice, support, observation or notification • Buddy system • Clear personalized reward chart • Significant responsibility within class 	<ul style="list-style-type: none"> • SENDCo • Class Teacher • TAs
3	<ul style="list-style-type: none"> • School refusal • Attendance is extremely patchy, rare • Rarely on-target in class • Achievement is extremely poor • Progress is limited, if at all • Very poor self-esteem indeed • Behaviour is significantly impacting on learning for the individual and the class 	<ul style="list-style-type: none"> • Record of Concern submitted by Class Teacher • Attendance monitoring – HKE to contact parents • Social groups x 1 weekly • Specialist support • Individual Support Plan? 	<ul style="list-style-type: none"> • HKE • SENDCo • Class Teacher • TAs • LA? Social Services? • CAMHs? Paediatrician? • Head of Year
4	<ul style="list-style-type: none"> • School refusal • Attendance is extremely patchy, rare • Rarely on-target in class • Achievement in all areas is extremely poor • Progress is limited, if at all • Very poor self-esteem indeed • Significantly poor and inappropriate behaviour / attention, seriously disruptive to the whole class 	<ul style="list-style-type: none"> • Attendance monitoring – HKE to contact parents • Social groups • Specialist support • Individual Support Plan • 1:1 intervention x 2 weekly • <i>SIMS Personal Profile</i> 	<ul style="list-style-type: none"> • HKE • SENDCo • Class Teacher • TAs • LA? Social Services? • CAMHs? Paediatrician? • Head of Year
5	Statement (until 2016) or Education Health and Care Plan (EHCP)	<ul style="list-style-type: none"> • As detailed in Statement or EHCP 	<ul style="list-style-type: none"> • SENDCo • Class Teachers • TA/LSA

Appendix III – Safeguarding Thresholds of Pastoral Care



Thresholds of Pastoral Care Guide

Risk	Low	Medium	High	Critical
Characteristics & signs	<p>Student has developed problematic emotional or behavioural distress Signs include:</p> <ul style="list-style-type: none"> Low mood. Instances of one off panic attacks Out of character behavioural traits. Withdrawn symptoms. Concerns raised from staff member, parents /guardian or friends. <p>Student identified as having Special Education Needs begins to act or behave in a way that is either inconsistent with their diagnosis or presents with more severe needs than they did so previously.</p> <p>Lower level substance misuse – alcohol/x1 non-negative of class C/B drugs</p>	<p>Student or parents have disclosed previous mental health issues which have been identified and supported over a short/medium term period. The student may have been experiencing low concerns but these have escalated. Student may be taking prescribed medication to cope with the issues. Signs include:</p> <ul style="list-style-type: none"> Physical signs (e.g. superficial self-harm, medically-assessed abnormal BMI <18/ >30 with concerning eating patterns). Signs of anxiety/depression. Instances of infrequent panic attacks and disorientation. Current (6+ months) or past use of prescribed anti-depressants Concerns raised from staff member, parents /guardian or friends. <p>Student identified as having Special Education Needs presents as regularly stressed, disorientated or unsettled in a way that is not explained by their diagnosis.</p> <p>Chronic health conditions impacting everyday life <3 episodes of persistent drugs misuse Frequently seeking medical attention that does not require medical intervention.</p>	<p>Student has displayed behaviours that presents risk(s) to themselves or to others. Counselling/external support has been sought though the issues have been deemed to become significant. Signs include:</p> <ul style="list-style-type: none"> Physical (regular self-harming, medically-assessed abnormal BMI <16 / >40). Concerns raised from references (oral or written) prior to enrolment. Indications of possible psychotic or erratic behaviour including aggression and anger towards others. Current use of prescribed anti-depressants for a period 0-6 months Instances of frequent panic attacks and disorientation that have escalated from medium risk. Counselling/external support offered but student has declined or student has disengaged from the services offered/ communication with staff. Concerns raised from staff member, parents /guardian or friends. <p>Students with Special Educational Needs who displays any of the risky behaviours detailed above should also be considered as "High Risk" and the behaviours should not be attributed to their SEND diagnosis.</p> <p>Chronic health conditions impacting everyday life. Absence >85% Eating disorders Persistent drugs misuse Frequently seeking medical attention that does not require medical intervention and failure to access medical care.</p>	<p>Student has demonstrated behavioural that is considered a significant risk to themselves or others. The student or parents may be refusing support, whether internally or externally to support the student. The student may not be open and transparent with staff regarding issues and is unwilling or unable to provide honest assessment of their current state of mind. Signs may include, but are not limited to:</p> <ul style="list-style-type: none"> Concerns raised from staff member, parents /guardian or friends. Suicidal thoughts. Significant self-harm. Violence or aggression to self or others Medically-assessed dangerous BMI levels (14 and below) <p>Students with Special Educational Needs who display any of the risky behaviours detailed above should also be considered as "Critical" and the behaviours should not be attributed to their SEND diagnosis.</p> <p>Chronic health conditions impacting everyday life. Absence >90% Eating disorders severely under medical care Class A drug misuse</p>
INTERVIEW THRESHOLD – REFERENCES REQUIRED AND CASE STUDY MEETING HELD – CASE BY CASE BASIS				
Actions	<ul style="list-style-type: none"> Pastoral Lead focus on the needs of the student and monitors progression, referring them to the College Counsellor if there is a change in mood or behaviour characterising medium risk signs. Consider potential safeguarding reasons behind change in mood and discuss behaviour with student. Student is placed on watch list to discuss at Pastoral and /or Boarding meetings. <p>Additional input, investigation or monitoring from SENCo.</p> <p>Monitor weight /consider referrals Drugs/alcohol monitoring</p>	<ul style="list-style-type: none"> Pastoral Lead draws attention of the needs of the students to relevant stakeholders. Contact with Parents to establish the level of support and to inform the formulation of a welfare plan. Pastoral Lead creates Welfare Plan and shares with relevant stakeholders. Referral to the pastoral team and the vulnerable student list. <p>SENCo to widen the support to include relevant members of pastoral team.</p> <p>Individual Health Care plans with considered actions. Drugs/alcohol monitoring referral to external services. MDT review for considered actions</p>	<ul style="list-style-type: none"> Decision made by ELT member Pastoral Lead contacts Parents/Guardian to make them aware of concern. Potential case study meeting held by Vice Principal (Pastoral) to discuss next steps and to ascertain how/whether the student can continue to be supported in the College. If pre-enrolment – decision taken by ELT as to the suitability of the student in joining and supported by the college. If the student has been admitted to hospital then Head Office to be contacted and informed of the actions up to that point. If student has been identified as having SEND needs the SENCo should be involved in actions listed above. <p>Individual Health Care plans with considered actions. Regular nurse reviews. Referral to specialist services Drugs/alcohol monitoring referral to external services. MDT review for considered actions</p>	<ul style="list-style-type: none"> Students are admitted to hospital for referral. Parents contacted If boarded, parents or guardian contacted by Senior Member of staff to assume responsibility for student. Decision regarding continuation in boarding to be made by ELT and relevant SLT members. Head Office to be contacted and informed of the action up to that point. If student has been identified as having SEND needs the SENCo should be involved in actions listed above.
Who	Pastoral Lead: Personal Tutor, Huddle Houseparent, Attendance and Intervention Officer, Accommodation Officer, Nurse, SENCo, Counsellor.	Pastoral Lead: Director of Studies, Huddle Houseparent, Attendance and Intervention Officer, Accommodation Officer, Nurse, SENCo, Counsellor, Case Study meeting called by Senior Member of Staff.	Pastoral Lead: Director of Studies SENCo, Assistant Principal (Boarding), Counsellor, Vice Principal (Pastoral), ELT, Case Study meeting called by Senior Member of Staff.	Pastoral Lead: Vice Principal (Pastoral), SENCo, ELT, Assistant Principal (Boarding) Possible case study meeting called, depending on circumstances. Case Study meeting potentially called by Senior Member of Staff
Acceptance into boarding	Houseparent(s) to be made aware and reviews of students on a weekly basis.	Houseparent(s) to be made aware and reviews of students on a weekly basis.	Assessment to be made based on: <ul style="list-style-type: none"> Current support. Level of transparency from student/agent/family/external providers. Level of engagement with support structures from student and parents/guardians. If risk is increased parent/guardian informed and assessment as to the continued support of the student in the boarding made by ELT and relevant SLT members. 	<ul style="list-style-type: none"> Levels of hospitalisation, assessment made by ELT as to The impact that the student's presence will have on the duty of care for other students and staff in the boarding facility
Guardianship assessment for INT students	Low risk - identified as low, no guardianship requirement.	Medium risk – guardianship required for continuation of studies. Parents contacted and made aware that guardianship is required.	High risk – guardianship required for continuation of studies. Parents made aware and guaranteed 24 hour emergency availability of guardian is required. Assessment of continuation of boarding made by ELT.	Critical risk – guardianship required for continuation of studies. Parents made aware and guaranteed 24 hour emergency availability of guardian is required. Assessment of continuation of boarding made by ELT.

Appendix V – G.R.E.A.T. D.R.E.A.M.

GREAT DREAM

Ten keys to happier living

- GIVING**  Do things for others
- RELATING**  Connect with people
- EXERCISING**  Take care of your body
- APPRECIATING**  Notice the world around
- TRYING OUT**  Keep learning new things
- DIRECTION**  Have goals to look forward to
- RESILIENCE**  Find ways to bounce back
- EMOTION**  Take a positive approach
- ACCEPTANCE**  Be comfortable with who you are
- MEANING**  Be part of something bigger

ACTION FOR HAPPINESS www.actionforhappiness.org