



# St Philip's School Safeguarding and Wellbeing Offer

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<i>Date of next review:</i>	Sept 2023

# St Philip's School Safeguarding and Wellbeing Offer

## INTRODUCTION

OHC&AT and St Philip's are committed to providing outstanding educational opportunities for all our pupils and students. The safety and welfare of our pupils and students is of the utmost importance. All adults working in OHC&AT settings must protect children and vulnerable adults from abuse and be aware that any pupil or student may be abused or be at risk of abuse.

St Philip's follows the Child Protection, Adult Protection & Safeguarding Policy and Procedures and the Student Mental Health, Health & Wellbeing Policy as agreed by the OHC&AT Board of Directors, as well as the school-specific Mental Health and Wellbeing Procedures. Our Safeguarding & Wellbeing Offer provides further detail about the specific work, both proactive and reactive, that we undertake within the school/College to ensure that our pupils/students are able to learn and thrive in a safe and supportive environment. This document should therefore be read in conjunction with the above named policies and procedures. A full list of related policies and procedures can be found in the Child Protection, Adult Protection & Safeguarding Policy.

This document gives details of St Philip's contextual safeguarding approach and any localised child protection procedures. It is structured around three tiers of provision:

- Universal – this encompasses all proactive work undertaken to safeguard our pupils/students, e.g. pastoral care, curriculum delivery, whole school culture, student voice/student advocacy work, therapeutic support, partnerships with external services e.g. clinical psychology.
- Targeted – any specific programmes or initiatives aimed at students or families who may benefit from additional support e.g. special learning programmes, group work for students at risk.
- Specialist – external support or specialist support within school that is aimed at students and/or families who have been identified as needing extra support e.g. learning developed specifically to safeguard, therapy and nursing programmes.

## DEFINITIONS

**Safeguarding:** the proactive safeguarding strategies in place to ensure **all** children and young people learn in an environment that protects their health and development and gives them opportunity to gain their best outcomes.

**Child Protection:** the child protection procedures in place to ensure **specific** children or young people are protected from harm, including children or young people who have suffered from, or may be at risk of, physical abuse, neglect, emotional abuse or sexual abuse.

**St Philip's – Safeguarding and Wellbeing Offer**

**Leadership and Management Structure**

Ben Walsh Principal <b>Overall responsibility</b>	Debbie Battle Safeguarding and Prevention Officer/ Wellbeing Lead <b>DSL</b>	Andy Hill Deputy Head Teacher <b>DDSL</b>	Sean Henn Student Support Worker  <b>DDSL</b>	Wendy Clements DHT/ SENCO Hannah Lofthouse Deputy SENCO	Andrea Birkett SBM
See Flow Chart					

Governors – Peter Way Chair / Emma Byrne Child Protection and Safeguarding Portfolio

**Safeguarding and Protecting Children from Harm and Mental Health and Wellbeing Leadership and Management (See Flow Chart Below)**

**Debbie Battle SPO**

- \* Child Protection and Procedures
- \* Mental Health/ Wellbeing/ Staff Students
- \* gender-based violence/violence against women and girls
- \* child sexual exploitation and trafficking
- \* teenage relationship abuse
- \* Drugs / substance misuse
- \* domestic violence
- \* “ Honour Based FGM /forced marriage
- \* Safeguarding Updates
- \* Arrangements for Child Protection
- \* Child on child sexual Abuse
- \* Child criminal exploitation
- \* LA
- \* Private Fostering
- \* Homelessness
- \* Young Carers
- \* Suicide Risk
- \* Breast Ironing

**Andrea Birkett SBM**

- \* Single Central Record
- \* Safer Recruitment
- \* First Aid
- \* Site security
- \* Fire security
- \* Lock down procedures
- \* Complaints procedures

**Wendy Clements DHT SENCO****Hannah Lofthouse Assistant SENCO**

- \* meeting the Special Educational needs of students
- \* meeting the medical needs of students
- \* Staff Code of Conduct
- \* Data Protection

**Andy Hill DHT**

- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- radicalisation and/or extremist behaviour
- Sexting/ Youth Produced Sexual Imagery
- fabricated or induced illness
- use of physical intervention
- children's and learners' health and safety
- intimate care
- E safety
- Risk assessments
- Attendance
- Health and Safety
- EVC– Educational visits
- CMIE or home
- Faith Abuse
- Gang and Youth Violence
- RSE
- Family member in prison/ children court system
- Gambling
- Parents
- County Lines
- Equality objectives NB transgender

St Philip's School – Safeguarding and Wellbeing Offer for Students

Provision

UNIVERSAL PROVISION
<i>Safeguarding/ Child Protection / Wellbeing</i>
<b>2022/2023</b>
Attachment Aware Schools Award – year long project – GT/DB Attachment aware and trauma informed practice. AfC Virtual School and educational psychology services are joined by enthusiastic and dedicated designated teachers from schools and education provisions. There is a growing evidence base in international research of the effectiveness of whole-school attachment-based strategies being effective for care experienced children, and in fact all children, in decreasing sanctions, exclusions and overall difficulties whilst improving pupil and adult outcomes (Parker et al., 2016; Rose et al., 2019). AfC Virtual School believes that all schools should be attachment aware and trauma informed, to ensure they are well placed to support the needs of our most vulnerable children and young people.
Centralised MH hub – Range of MH services centralised ( OHCAT ) - Ongoing
Meeting with Nick Swallow (Citizen Zoo) and Elliot Newton (Kingston Biodiversity Officer) Kingston and Citizen Zoo are working together on a local urban rewilding project at 'Tolworth Court Farm'. Whole school assembly to increase awareness of this site and local wildlife available to our students. Both Elliot and Nick are keen to work with the community and schools. I shared the various outdoor education offers here at St Philips, Wild time (forest school), Wild time (Eco-TA), Horticulture supporting mental wellbeing. Elliot and Nick both offered a small group visit in the summer term to be introduced to Tolworth Court Farm and the rewilding project - get to meet the cattle that should be grazing in the summer. Long term ideas - they (Citizen Zoo) can support with our outdoor projects by joining us and giving nature talk/walks, introduce us too various conservation projects happening in the borough and hopefully engage with them - eg. land management, reintroducing wildlife, surveying/monitoring species etc. I agreed to support Nick with charitable bids to fund Citizen Zoo's involvement with St Philips projects – SH
MH Week
Attachment Aware Schools Bronze Completed
<b>2021/2022</b>
“Yes bus” Youth Enquiry Service
New Student Support sheds ( extra space for students to “be” )
Grace Over (participation officer) in to work with students (Yr. 9 and 10) regarding the new P16 campus plan
Anonymous Worry and concern boxes now around the school.
New contextual schools meeting - a confidential space and forum to talk about contextual themes that may be affecting your schools. From the meetings to date, we have discussed the impact of mental health on young people (and on DSL's themselves), the rise in harmful sexual behaviour, child exploitation including both criminal and sexual exploitation. Meetings with - Head of Family & Youth Resilience Service

Mental Health Cluster Meetings- New- Role out of EWPs – Emotional wellbeing Practitioners.

Start of social/cultural trips for small groups of students based on some special interests. The concept would be to give students with similar interests in different year levels a chance to socialise and share their passions (in a similar way to the footballers). Many neurodiverse adults make friends through their special interests, and it's great if we can foster more bonds between year levels.

To kick things off, can you please let me know ASAP which students you know of that have particular passions for:

- Marvel, aged 12+ (if you're unfamiliar, Spider-Man, Avengers, Thor, Hulk, Dr Strange, etc - those who talk about it, draw it, watch clips...).
- Trains, buses or transport in general (any age).

Completed excelling award - EduPod

Whole school fund raising for the Salvation Army's refugee project

Whole school fund raising for Young Carers

After school clubs re-started:  
 Monday, football club for KS2  
 Monday, creative club all years  
 Tuesday, Drama club all years  
 Tuesday, Football club years 9, 10, 11 and P16  
 Thursday, dance/yoga all ages

Mental Health Week – Topic – Loneliness

Sexualised behaviours have been recorded on SIMs since the start of the year and the safeguarding team meet regularly to review the behaviours and to rate them using the Brooks rating scale.

*Following the most recent review it was agreed that a Sexualised Behaviour log book (like the racist and homophobic log books we already use) would be the best way of capturing the evidence and allowing us a platform to share relevant information with students.*

After school clubs re-started:  
 Monday, football club for KS2  
 Monday, creative club all years  
 Tuesday, Drama club all years  
 Tuesday, Football club years 9, 10, 11 and P16  
 Thursday, dance/yoga all ages

2020/2021

CAAARAC:  
 Working parties have completed their task of giving their views on the Creating an Actively anti-racist Culture within the school. Final report in to Ben Walsh by June, with actions.

CAAARC:

CAAARC stands for - 'creating an actively anti-racist culture.' I am in the process of setting up a working party to explore ways in which we can be sure that St Philip's has an active anti-racist culture. The working party will be made up of students, staff (including agency), parents and governors and will be chaired by Josh Okunlola who is an external consultant and has done some work with our Woodland group. The working party will meet during the school day with the task of giving their views so that Josh can eventually submit a report to SLT. The aim is to take St Philip's from a Fear Zone to a Growth Zone (see Professor Paul Miller's diagram)

If you or any of your students would like to be involved in this exciting project, please come and see me for more information. The group is open to all but I am particularly interested in hearing from members of the St Philip's community who are from a BAME (Black, Asian and minority ethnic) background

Fund raising day 28<sup>th</sup> May for A Partner in Education

A Partner in Education (Education for Peace) – look at twinning with a school in Rwanda – To develop links with international school, fund raising for student scholarships (SEN and under privileged Students)

*NB – This is the only school in the whole state that offers SEN support- the next development will be reciprocal sharing of practice and CPD across both schools (Begin September)*

Edu Pod – monitoring / planning/ audit platform

"Committed" award completed – Achieved award submitted

Presentation of the National Awards for Pastoral Care in education awarded to Sean Henn

The winners in each of the 7 categories will be announced during the Presentation Event

About this Event:

There are 5 finalists in each of the 7 categories. The first ever winners of the National Awards for Pastoral Care in Education will be announced on the evening.

Assemblies for all students

Safer Internet Day and there are several resources available

here: <https://www.saferinternet.org.uk/safer-internet-day/2021>

Kooth - is an online counselling service which offers support to young people who are between 11 and 22 years old. The service is free and may be particularly useful during the holidays when our young people do not have access to school staff.

Bronze Healthy Schools Award submitted

AcSEED (the assessment of the emotional wellbeing and mental health provisions in school) renewal

AcSEED Accreditation

The AcSEED review of your Award Renewal application is now complete. The review concluded that St Philip's School continues to meet the AcSEED criteria for emotional wellbeing and mental health support whilst also demonstrating a strong focus on continuous improvement, and has therefore been re-accredited with The AcSEED Award. Congratulations!

Term of Accreditation

Your AcSEED accreditation is valid for a further period of 3 calendar years from the date of this award, after which you may apply to renew the accreditation.

**Assessment Observations**

Since your last application, the AcSEED review team were particular impressed by:

Wellbeing and safeguarding offer.

Silver Healthy schools Action Plan developed ( Universal )

CAAARC (Creating an actively anti-racist culture) views from staff, students and governor now being collated and will be presented in a report with recommendations by the end of June- J

Mental health week- Nature

**2019/2020**

Wellbeing and emotional support team (WEST)

ELSA

Student Support Worker ( transactional analysis )

SPA (single point of access)

Police teams

Operation Encompass (The Box)

45mins of PSHE per student per week

Breakfast club

SDQ all students x twice yearly

News board

Safeguarding and Prevention Officer (full time post)

Safeguarding Ambassadors

Mental Health Week

Animals used for wellbeing and regulation difficulties

Flow charts for the management of safeguarding and protecting children from harm themes

Student Support dog

School nurse Team delivering enrichment ( RSE)

Health drop in with School Health Practitioner

Coffee mornings

Healthy Schools awards 2xGold

Investors in children award (student voice)

AcSeed Award (mental health and wellbeing)

Tender Award (promotion of healthy relationships )

SLT open door policy

Snap back resilience programme

Snap back *digital* resilience programme

Social Stories

Restorative Justice

The Box – An online training programme considering the risks and disadvantage for those with SLCN Research shows that a high number of offenders have speech, language and communication needs. Antisocial behaviour, school exclusion and custodial sentences can be a direct result of these needs. The Box aims to develop your understanding of what communication difficulties are, and the possible impact on the individual and on your work with them



TARGETED PROVISION
<i>Safeguarding/ Child Protection / Wellbeing</i>
<b>2022/2023</b>
<p>Enhanced RSE sessions this year with year 10s – BW, MA, Autumn 1, Session 1: Conception &amp; Sex and Relationships Q&amp;A (Important for teachers to get an idea of how much/ little students know about sex and relationships) Autumn 2 Session 2: Sexual consent, making the right choices and decisions for you Spring 1 Session 3: Contraception and Sexual Health Spring 2 Session 4: Healthy relationships, understanding what a healthy relationship looks like, spotting signs and behaviours of an unhealthy/ abusive relationship. Summer 1 Session 5: Communication in a relationship &amp; Accessing sexual health services Summer 2 Session 6: Recap of everything covered over the sessions and opportunity for students to ask any questions they might have. Emphasis on conception, ensure students fully understand what sex is.</p>
New WeLSA's now employed – training to begin/ see below ( specialist)
Needs Assessment for new Centralised Hub (OHCAT) – AH, DB
Small research project on year 8's gaming and social media use – AS/LB/DB to be fed back to cluster
<b>2021/2022</b>
Bikeability programme
<p>Additional targeted themes for RSE:</p> <p>Accepting romantic rejection/ how to end a relationship respectfully.</p> <p>Incel movement and sexual harassment.</p> <p>Dangerous/ unhealthy tiktok trends- (silhouette challenge, iPhone cable challenge, buss' it challenges, neck breaker challenge, blue whale challenge)</p> <p>WhatsApp group/ online bullying/ WhatsApp scams/ message spamming/ sending sexual content &amp; the law.</p> <p>Use of homophobic/ racist/ sexist language as casual insults and the implications/ severity of this.</p> <p><a href="https://www.bbc.co.uk/bbcthree/article/8005c989-3226-435b-b87c-da5ece40fad3">https://www.bbc.co.uk/bbcthree/article/8005c989-3226-435b-b87c-da5ece40fad3</a></p> <p><a href="https://www.google.co.uk/amp/s/www.vice.com/amp/en/article/43z4vg/a-collection-of-revolting-texts-from-men-who-got-rejected">https://www.google.co.uk/amp/s/www.vice.com/amp/en/article/43z4vg/a-collection-of-revolting-texts-from-men-who-got-rejected</a></p> <p><a href="https://www.google.co.uk/amp/s/www.dailymail.co.uk/sciencetech/article-6391387/amp/Group-chat-cyberbullying-biq-worry-parents-survey-shows.html">https://www.google.co.uk/amp/s/www.dailymail.co.uk/sciencetech/article-6391387/amp/Group-chat-cyberbullying-biq-worry-parents-survey-shows.html</a></p>

Equality and Diversity Committee- To ensure vulnerable groups are heard, and can raise concerns, make complaints and ensure action is taken with regards to any themes that impact students wellbeing, for example racism, sexism, homophobia, sexual harassment and any other theme that affects our students wellbeing and mental health- BW

Equality and Diversity Committee first meeting

Sustainability Committee – action

Post 16 WEST drop in lunchtimes

Mental Health Conference -

Y10 will be taking part in the annual mental health conference on Monday 7th Feb. This will be taking place in the dinner hall and involve all of Y10 with the exception of KS4M. The conference will be delivered by Sara Thornhill.

We have several ex- students working for us, either as sports coaches or in one case as a trainee caretaker.

School Councillors meeting regularly with minutes of these meetings on the school website. Students are encouraged to pass any messages they have for SLT through the school council including issues such as site security or the safety of certain equipment or activities. This process is well established and works well. Mr Hill describes current group as the most proactive SCs we have had for a while.

Raising money for the Salvation Army's refugee project – whole school fund raiser

Completed excelling award – EduPod

Social/cultural trips for small groups of students based on some special interests. The concept would be to give students with similar interests in different year levels a chance to socialise and share their passions (in a similar way to the footballers). Many neurodiverse adults make friends through their special interests, and it's great if we can foster more bonds between year levels.

- Marvel, aged 12+ (if you're unfamiliar, Spider-Man, Avengers, Thor, Hulk, Dr Strange, etc - those who talk about it, draw it, watch clips...).
- Trains, buses or transport in general (any age).

Cake sale raising money for Young Carers (raised £130)

2020/2021

Eco Transactional analysis group (compliant and isolated pupils )

New School health clinic set up for Years 10/11

Wellbeing/ Mental Health conference for year 10 students

Mental Health Conference for the year 10 students. The aim of this conference is to raise awareness of mental health, increase knowledge and ultimately come up with a whole school mental health action plan!

The conference is made up of a few sessions looking at: Intro to mental health, resilience/ how we can build up others, stigma & discrimination and where to get help or how to support your friends.

Following the conference, we will be looking at recruiting a number of Mental Health Ambassadors. This will be a group of (year 10) students who would like to put themselves forward to implement the action plan.

They will have regular meetings with the School Health Practitioner and be a part of planning other MH events around the school i.e. mental health awareness week.

On The Level- is an interactive, youth-presented, TV show, broadcast directly to Years 8 and upwards online. Pupils interact with the events via their digital devices from their home or classroom, receiving real-time feedback and connection with peers. Access is free using accessible apps and platforms. All content and data shared during these sessions is secure and confidential. All pupils to rapidly gain increased awareness around risks to their own Mental Health; this is explored in a safe online space, presented and engaged by young people 'On The Level'. Increased and evidenced uptake of digital counselling through practical usage of Kooth - available immediately during these sessions. Pupils and teachers will learn effective strategies to reduce anxiety through practical exercises and interaction with the presenters. Pilot video:

[www.youtube.com/watch?v=yPW5jnXev8k&feature=youtu.be](http://www.youtube.com/watch?v=yPW5jnXev8k&feature=youtu.be)

Girls from year 8 – P16 Gurls Out Loud campaign -

<https://www.iwf.org.uk/selfgenerated-prevention-campaign>

Assemblies

Change foundation Fencing programme 10 week pilot – young people ASD physical coordination/ esteem development ( lunchtimes)

Review and reflect on procedures/ intervention and responses to

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_child\\_ren\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_child_ren_in_schools_and_colleges.pdf)

Sexual violence and sexual harassment in light of Everybody's invited website.

Healing together small groups linked to anxiety (Sept)

Headteacher teaching RSE to year 10 boys, year 10 girls are taught by the PSHE co-ordinator themes including, Healthy relationships, understanding what a healthy relationship looks like, spotting signs and behaviours of an unhealthy/ abusive relationship.

Autumn 1, Session 1: Conception & Sex and Relationships Q&A (Important for teachers to get an idea of how much/ little students know about sex and relationships)

Autumn 2 Session 2: Sexual consent, making the right choices and decisions for you

Spring 1 Session 3: Contraception and Sexual Health

Spring 2 Session 4: Healthy relationships, understanding what a healthy relationship looks like, spotting signs and behaviours of an unhealthy/ abusive relationship.

Summer 1 Session 5: Communication in a relationship & Accessing sexual health services

Summer 2 Session 6: Recap of everything covered over the sessions and opportunity for students to ask any questions they might have. Emphasis on conception, ensure students fully understand what sex is.

On The Level Surveys completed and certificate received.

Metal Health Ambassadors

2019/2020

Social and Therapeutic Horticulture project
Enhanced PSHE
School Health Practitioner
The Change Foundation (girls win programme)
TENDER (acting to end abuse workshops)
Lego Therapy
Assessments including RCADS / Spence
Educational Transactional Analysis practitioner (Year 2 of 3 study)
Chef Club
Horse riding/ stable management
Individual visual timetables
Woodlands Approach Group Yr 7's
Tender - collaboration with Year 9 students developing an online game for neurodiverse teenagers, designed to support their understanding around relationships ( funded through Comic Relief )
Educational transactional analysis targeted support for students
"Under your skin" theatre production theme of "self-harm"
Girls Win - uses sport to empower young women to think more positively about their future.

SPECIALIST PROVISION
<i>Safeguarding/ Child Protection/ Wellbeing</i>
2022/2023
<p>Developing the Well-being &amp; Learning Support Assistant (WeLSA) role – proposal: The 'Well-being &amp; Learning Support Assistant (WeLSA)' training programme aims to provide support staff with enhanced knowledge and understanding of the social, emotional and cognitive aspects of learning, in order to be able to deliver enhanced learning support to students in the classroom. The WeLSAs would be particularly focused on understanding and meeting the needs of students with multiple learning needs in the areas of SEMH and cognition. However, it is envisaged that the training would be relevant to meeting the needs of all learners and would enhance the quality of classroom support across the school. Aims: To develop a team of support staff who can help identify and proactively support the needs of students with difficulties with multiple aspects of learning, particularly in the areas of SEMH and cognition and who are at risk of becoming physically or emotionally disengaged from lessons. Students will be identified through observation in lessons and through the WEST team. Students exhibiting behaviours such as;</p> <ul style="list-style-type: none"> <li>● not completing work in class</li> <li>● not attending some lessons</li> <li>● increased and non-medical absence from school will be targeted for support initially.</li> </ul> <p>Although the training will be relevant to supporting the learning needs of all students. Proposal for training 1. Initial training This will be planned and delivered by Rachael, supported by Sean in sessions. The focus will be on providing knowledge and understanding of the 'Multi-aspect Model of Learning' (MAML) and</p>

how to use it as a framework to analyse pupil needs and plan intervention.

WeLSAs will be trained to:

- Use the MAML model to analyse student strengths and needs through use of observation and data (Past, present, future model).
  - Develop skills in 'mediated learning support', specifically;
    - How to understand and support the emotional and motivational aspects of learning in the classroom, particularly focused on emotional regulation, understanding attachment and trauma-informed approaches in relation to curriculum learning.
    - How to understand and support the cognitive aspects of learning, particularly focusing on literacy skills, and developing executive functioning skills in the classroom. The initial training phase will require 12 hours of training, which can be delivered in 4 x 3hr sessions or 6 x 2hr sessions. Participants will be required to carry out some practical tasks between sessions to practice the skills taught within sessions.
2. Ongoing support for WeLSAs Following completion of the initial training session WeLSAs will be required to undertake regular supervision support sessions delivered through a combination of group and 1:1 sessions as follows:
- 1 x fortnightly 1.5hr group session facilitated by Sean and supported 1 x month by Rachael The purpose of this group will be to provide a space to develop skills and ideas introduced in the initial training through discussion and problem solving ongoing work with students. Sessions may also include further training in additional skills in response to student needs identified by staff. The group will provide Sean with an opportunity to monitor the impact of work and development of staff skills.
  - 2 x termly 1:1 support provided by Sean The purpose of this support would be to focus on line management but also continue to develop staff skills in the WeLSA approach. - RG

Overview of WeLSA training- 5 weeks

**2021/2022**

Healing together programme to begin with individuals

RSE with individuals and safer schools police officer

The Change Foundation have been running some mentoring and mental health zoom meetings with some of our year 11 girls and they have been really successful!

Several ex- students now work either as coaches or in one case as a trainee caretaker in the school.

**2020/2021**

EP – direct work – RG

Targeted “Brief Therapy” for support in literacy – JG

“ Healing Together “ individual one to one work with those who have experienced the impact of Domestic Abuse.

**2019/2020**

Independent EP support

Dramatherapist

Art Therapist

School Health Practitioner

Boxall profile assessment

Multi Element Plans

Colourful Semantics, Language for Thinking, Word Aware

Colourful Semantics with Shape Coding
Sequencing frame pictures to develop vocabulary in conjunction with Colourful Semantics
Colourful Semantics and Poric for concepts
Word Wizard- Word Web-Mind Maps, Mr Good Guess- To support vocabulary acquisition / vocabulary book, find and share information
Semantic Links
Phonological Group
Lego Therapy Group
Phonological work- Targeting recommended speech sounds
Memory Magic and inference
Attention and listening- Barrier Games to develop listening skills
Functional phrases to aid and develop verbal communication and AAC Device
Transactional Analyst ( working with Woodlands Group)

St Philips School – Staff Wellbeing Offer

Provision

<b>UNIVERSAL PROVISION</b>
<i>STAFF</i>
<b>2022/2023</b>
Action plan to be developed from staff wellbeing audit – DB/BW
Briefing meetings reintroduced
Pottery sessions for any interested staff after school.
<b>2021/2022</b>
1 hour per week will be used for team building/stress busting. If you wish to deliver a “staff afterschool club” please send in your proposals.
Staff choir
Adult Yoga sessions on a Thursday between 4.20-5pm. All ability levels are welcome, there will be a small fee - it will be a bargain compared to normal yoga class prices
Health and wellbeing session for staff in the sports hall. This week we will be playing table tennis and badminton. This is a drop-in session from 4:00-5:00 and anyone is welcome to join.
Create a Wellness Action Plan. Enhancing current wellbeing initiatives for staff will incorporate: <ul style="list-style-type: none"> <li>• the development of a ‘Supervision’ structure of support</li> <li>• subject areas to support staff wellbeing such as wellbeing through music /sports sessions</li> <li>• Bereavement and stress counselling or employee assistance delivered or signposted as appropriate</li> </ul>
Now completed and ready to analyse
Fire pit Friday – Monthly get together 3.30 to 4.30 round the fire

As part of a staff wellbeing initiative, Sean and I are planning on setting up 'Firepit Fridays'. This will be a once monthly event on a Friday after school from 3:30-4:30pm.

It will be a chance to unwind around a fire, chat, share, sit, listen, stare into space, do whatever you feel like you need to do to set you up for a good weekend really (within reason!).

First Firepit Friday:

Date: Friday 10th December

Time: 3:30-4:30

Location: Firepit in Nut Walk

Team sports: In recent years we have had great fun competing against other schools in various sports including cricket against Southborough and rounders against Beddelsford and Dysart. We have recently received several challenges from the likes of Kingston Academy, Southborough, Hollyfield and Coombe Boys to play sports such as mixed netball, volleyball and mixed 6 a side football. Roger has set up a spreadsheet called staff sport survey under staff works, please fill it in if you are interested in joining us for a game of something vs another school.

End of term party for staff and family

Completion of staff wellbeing audit and supervision/ support needs.

**2020-2021**

Next week's CPD is a virtual session on Mental Health, starting at 4pm to give everyone a chance to get home to access it. Please see the joining instructions below:

CCW Performance is inviting you to a scheduled Zoom meeting.

Topic: CCW Performance - St Phillips MH Presentation

Lateral flow testing offered for all staff weekly

Early vaccine and boosters

Sessions to learn an instrument or develop skills on an instrument staff already play.

End of term party for staff and family – Thank you for being the rocks for the rocks.

**2019-2020**

SLT open door policy

Induction new staff

CPD programme across the year.

Employee Assist program

Information, advice and guidance on display

Perk Box membership

End of term celebrations such as Christmas party, BBQ etc.

Inter School sports events

Mental Health Week

Animals used for wellbeing

Student Support dog

Family action day

Staff survey and consultation sessions

Team building activities

TARGETED PROVISION
<i>Staff</i>
<b>2022/2023</b>
Safeguarding clinic half termly for all new staff ( DSL and Deputy head) practical support for managing challenges and embedding SG updates.
Small group CPD
Small group mentoring
SLT open door policy
Sporting activities eg boat race
Weekend away/team building/murder mystery
Employee Assist program
Sessions to learn an instrument or develop skills on an instrument staff already play.

SPECIALIST PROVISION
<i>Staff</i>
<b>2022/2023</b>
<p>Teacher Coaching Project -Proposal</p> <p>Aims: To provide a 1 x monthly coaching session for staff identified by Debbie Battle. Initially staff would be offered up to 6 sessions but these could be extended if requested by the staff member and agreed with Debbie. Coaching sessions would aim to:</p> <ul style="list-style-type: none"> <li>● Help staff to develop their skills in meeting the demands of their role within the school,</li> <li>● Help staff develop greater confidence and skills in self-reflection,</li> <li>● Provide a focused time to problem solve challenges presented within their role in school,</li> <li>● Support individual well-being. These aims would be achieved through: <ul style="list-style-type: none"> <li>● Providing a time to reflect on and discuss work related issues which are selected by the member of staff,</li> <li>● Providing a non-judgemental and confidential space to talk, with a view to helping the staff member gain greater clarity and focus on the issues raised in order to be able to move towards desired goals,</li> <li>● Supporting the staff manage the 'emotional labour' of their work to support their well-being. Resources required: Coaching sessions can be delivered in person at school or online and a mutually convenient time will be agreed between the EP and each staff member (e.g. PPA time or before/after school). A confidential space would be needed for coaching meetings either online or in person. Up to 5 staff could be offered coaching support within a month (if using 1 x day per week) -RG</li> </ul> </li> </ul>
<b>2021/2022</b>
Specialist dramatheapy
SLT Open door – meaning supervision, bespoke development pathways and training.
1:1 mentoring
Dramatherapy for staff



Supervision – Clinical

Training-CPD Safeguarding and Wellbeing Overview Whole year 2022/23

Safeguarding and Protecting Children from Harm Training – All Staff

Buccal midazolam, Epilepsy and Anaphylaxis refresher training – All Staff

First Aid Training – Targeted Staff

Team Teach – Targeted Staff

Statutory Reading session – All Staff (including KCSIE updates and all Risk assessments)

Brook – Traffic Light System – All Staff

Safeguarding procedures new staff – DB, AH

Designated Teacher Forums for Looked After Children

Attachment aware and trauma informed behaviour policies

In person reflective practice

Supporting care experienced children and young people cope with tests and exams DB/GT

SG forum Lucy MacArthur – Topics include Safeguarding updates for schools/ Contextual safeguarding and Risk Outside the Home/ SPA Update/ Online radicalisation risks/ Prevent

Attachment Aware Schools – Launch and introduction -Targeted Staff

Looked After Children's Conference – DSL

Suicide Prevention – Targeted Staff

Prevent

Aspiration awareness training

Making Sense of Autism

Good Autism Practice

First Aid Training – Targeted Staff

Muscular dystrophy – Targeted Staff

Moving and handling – Targeted staff

Needs assessment for centralised hub (OHCAT) – Targeted staff

SG AFC forum Lucy MacArthur – Self Harm/ Neuro typicality

Appropriate Adult Training – DSL

Advanced MH lead training applied for (await DFE funding)

Referral Pathway - Consent and 'Writing to the Child'

Multi Agency Safeguarding meeting ( AFC )

Safer recruitment – Targeted Staff

Supporting Staff wellbeing in Schools – Targeted Staff

Administration of Medication in Educational Settings – Targeted Staff

Emergency Medication, EpiPen, Epilepsy & Buccal – All Staff

Health and Safety in Schools – All Staff

Fire Warden In Educational Settings – Targeted Staff

GDPR – All staff

Mental Health Lead Training

Behaviour management (all staff)

Targeted CP training for new fulltime staff

Emotion coaching

Mental Health Planning week

Emotion Coaching

### Training- CPD Safeguarding and Wellbeing -Overview Whole Year 2021-22

Whole School Safeguarding CPD event – All staff

Level 3 Andrew Hall SG training – Ben, Debs

New staff safeguarding clinic with DSL and Deputy HT- managing challenges, embedding SG updates.

Supervision (external) –DSL, Student Support Worker, ELSA, Therapists

DSL on-line forum-JVW- all OCHAT DSLs

DSL supervision (internal) – JVW

SSS Learning -New revisions of Keeping children safe in education (KCSIE 2021), also Sexual Violence, Abuse and Harassment between 100% pass rate is required – all staff.

Multi agency safeguarding meeting (Achieving for Children) – DSL

Behaviour management (all staff) – Deputy Head

Introduction to gender diversity- Jon Fleming – All staff

Supporting Gender Questioning and Gender Diverse Students in the school population – Jon Fleming – All staff

Careers and Gatsby Benchmark – LB – All staff

Multi agency safeguarding meeting SEN Sara Doyle – DB

Mental Health First Aid (MHFA) training – ST all staff

Emotional wellbeing for children with severe and profound intellectual/learning disabilities-JC- Targeted staff

PREVENT duty – all staff

Fire Safety Awareness in Educational Settings – All staff

The Involuntary Celibate 'Incel' Movement and the Potential Impact on our Young People – DB

Equality and Diversity training – All staff

Abuse Awareness training hosted by Tender Education & Arts – All staff

Multi agency Safeguarding (disabled children's services) forum - DB

Multi agency safeguarding meeting (Achieving for Children) - DB

Sexual Violence, Abuse and Harassment between young people JVW - DB

Emotional wellbeing for children with severe and profound intellectual/learning disabilities – All Staff

DSL Supervision - DB

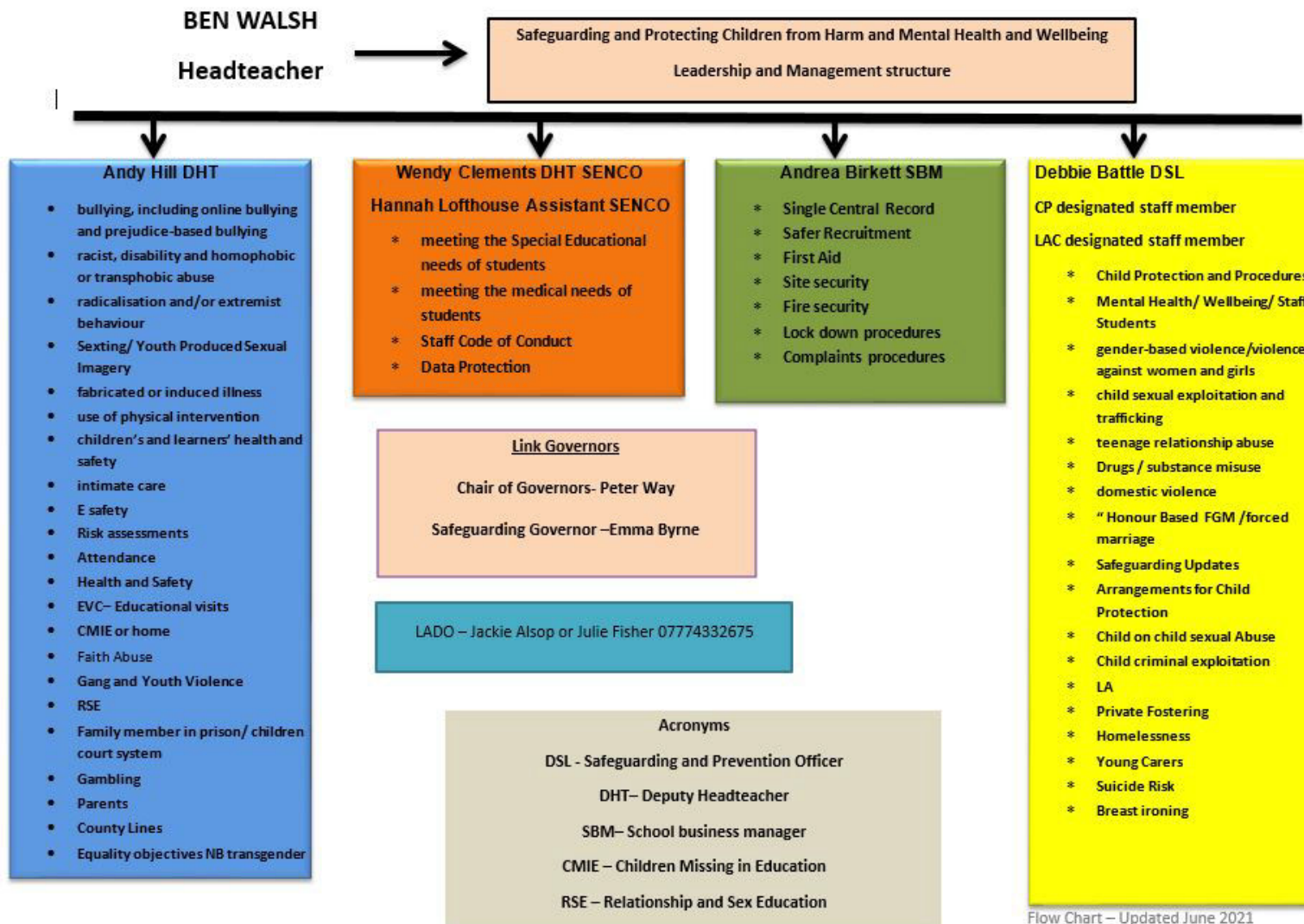
Level 3 Safeguarding training – SG Team

Everyone's invited update – DB, BW

Working with Students with Challenging behaviour in the outdoors – All Staff

The Buccal midazolam training - Selected staff





Flow Chart – Updated June 2021

**Safeguarding – Prevention, Welfare, Wellbeing and Mental Health – Debbie Battle Lead**

