



**Lowton**  
Church of England High School

## **Behaviour Policy**

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God

This policy has been produced in accordance with the Equality Act 2010 and the Special Education Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts.

<b>Original Policy Date:</b>	<b>Jan 2012</b>
<b>Date Adopted:</b>	<b>January 2020</b>
<b>Date of Next Review:</b>	<b>January 2021</b>
<b>Name of Responsible Person:</b>	<b>Miss H Clare</b>

**Signed:** **Acting Headteacher**

## **Aims of Lowton C of E High School's Behaviour Policy**

To develop and encourage a positive atmosphere which instils mutual respect, where all students are valued and feel safe

To promote our school ethos of Caring, Sharing and Succeeding.

To promote a positive attitude to learning and provide a working atmosphere that enables all students to achieve their full potential.

To ensure rewards and sanctions are both used fairly and consistently to promote positive behaviour.

To ensure that there is a common understanding across all staff, students and parents of what constitutes good and poor behaviour, both in and outside of the classroom.

To demonstrate our Christian commitment to treat all members of our community fairly

To prepare our students to become good citizens when they leave school.

To summarise the roles and responsibilities of the different people in the school community with regards to behaviour management

## **Principles**

Every member of Lowton C of E High School High School is responsible for promoting positive behaviour.

Respect is our guiding principle so that all members of our community feel safe, secure and able to succeed.

We encourage everyone to show respect for each other, for everyone's property, for their environment and for the timing of the school day.

We expect everyone shows respect for their own learning and that of others.

Our approach to school discipline is based on the following principles:

- We will positively reinforce behavioural norms
- We will not tolerate behaviour which interferes with other students' learning.
- When a breach of this code occurs, a range of sanctions will be applied fairly and appropriately.
- Students should be recognised in a variety of ways for good behaviour, as well as receiving sanctions for poor behaviour.
- Students work best in an environment where there are clear boundaries and high expectations.
- We will model restorative practice and demonstrate calm adult behaviour
- We treat each person with dignity, even when they do wrong. We work with those who struggle to meet our expectations.

## **Guidance on Behaviour Management at Lowton Church of England High School**

Our expectations need to be systematically taught and re-taught to students at regular intervals. Consistency is vital in helping students understand our expectations. All staff must follow agreed procedures.

All staff are responsible for formulating, displaying and teaching their expectations to students.

All staff need to support and help each other. If a member of staff is having difficulty with a class or a student they must be able to share the issue with their HOD or another appropriate member of staff.

Staff may need to use Patrol when they feel necessary, but all staff are expected to be responsible for managing the behaviour in their work area.

All staff must act as role models and exemplify the type of behaviours we wish to see in all our students.

All staff must be sympathetic towards the backgrounds and issues that our students may be facing outside the school. All students need to be treated as individuals who are unique and of infinite worth.

### **Behaviour out of School**

It is important that we provide reassurance to members of the public that we do care about the behaviour of our students out of school.

We have high expectations of student behaviour outside the school boundaries, including the use of media, social media and mobile phones.

Students are expected to behave in a manner that does not threaten the health and safety of other students, staff or members of the general public, or bring the school into disrepute.

We expect our students to behave positively on public transport, educational visits and other placements such as work experience or college courses.

We expect all our students to be mindful of how they use the internet, digital recording devices and mobile phones.

## **LEARN: High Expectations and Good Learning Habits**

At Lowton C of E High School we have high expectations.

We recognise that students who are successful have good learning habits which they use every school day. We summarise these with the word LEARN so that they can be easily remembered by everyone.

- L Look Smart at all times
- E Equipment and Homework brought in every day
- A Arrive on time to school and for all lessons
- R Remain on task in all lessons
- N No answering back

There are immediate LEARN detentions of 30 minutes every night for students who do not follow these good learning habits. The maximum number of detentions a student can get in one day is two (i.e. one hour). Failure to co-operate with the LEARN detention system will result in additional sanctions (eg: loss of 'free-time' or time in The Base)

There are also a variety of rewards for students who consistently show good learning habits. Staff must ensure they reward students fairly.

### **Look Smart**

Ensuring students attend school dressed smartly is the foundation for high standards in other aspects of school life, including behaviour and a positive attitude to learning.

Where students have to be reminded about our uniform rules and dress code valuable learning time is wasted.

Year 7-10 wear the school blazer and Year 11 wear the navy blue jumpers. Students should not tuck their jumpers into their skirts or trousers.

Grey Trousers/Skirt - girls must have the school logo on trousers and skirts (skirts must be an appropriate length). Trousers must be standard trousers and not fashion trousers such as a skinny, tight fitting trousers. Skirts should not be rolled up at the waist.

Clip-on ties should be correctly worn, clipped to top of shirt

Shirts must be tucked in.

Grey Sweater optional, but no hooded tops, tracksuits or cardigans are to be worn instead.

Plain black, grey or white socks. Girls may wear plain black or grey tights (no patterns allowed). Girls must not wear both tights and socks

Plain black footwear only. No trainers or pumps (See attached sheet for further guidance).

Boots are not allowed. In the event of extreme bad weather school will advise parents.

### **Action**

Form tutors will check uniform, including shoes, regularly in order to address issues immediately.

If a student arrives in the wrong uniform or shoes we will try to provide a suitable replacement, including temporary black footwear, for the day.

If students refuse to wear these they may be sent home to return in the correct uniform or placed in isolation.

If subject teachers see inappropriate uniform or footwear they will email the student's form tutor and not send them out of lessons.

Heads of Year or Student Support Managers will contact home to discuss any outstanding uniform issues.

### **Make-up/Hair**

'Natural light make-up' may be worn discreetly. False eyelashes, heavy drawn on eyebrows and heavy black eye make-up are not allowed.

Fake tan must not be worn

No nail polish or false nails, as they can be a health and safety risk.

No extreme hairstyles allowed. Natural hair colours but no bright colours such as pink, red, blue or purple are allowed.

### **Action**

Inappropriate hairstyles will be referred to Head of House by the form tutor for a decision. Subject teachers must not send students out of lessons for inappropriate hairstyles but must email the student's form tutor with details.

Form tutors will ask students to remove excess makeup and nail polish in a non-confrontational manner. If students refuse they will be sent to the Student Support Suite where they will be given another chance to remove it (sometimes away from the class is easier). If a student refuses, they may be sent home to remove it or placed in isolation.

### **Jewellery/Body Piercings**

One watch only (under examination board guidance, no watches will be allowed in examination rooms).

'SMART' internet enabled watches are not allowed to be worn in school

No other jewellery or body piercings (including tongue studs) will be permitted.

### **Action**

Form tutors will ask students to remove items of jewellery in a non-confrontational manner. If students refuse they will be sent to the Student Support Suite where they will be given another chance to remove them (sometimes away from class is easier). If students refuse to remove body piercings they will be sent home or placed in isolation until it has been removed. Jewellery will be confiscated and returned at the end of the day.

## **Equipment and Homework**

Students who succeed always bring the right equipment to school.

It is important that students learn to take responsibility for organizing themselves and being 'ready to learn' every single day.

### **Equipment List**

2 Black pens  
Rubber  
Ruler  
Glue Stick  
Highlighter  
Green Pen  
Calculator  
Books for the day/PE kit  
A suitable school bag

### **Mobile Phones/Smartware/I Watches/I Pods**

These can all be a distraction to learning. They must be switched off and kept out of sight. If they are seen at any time during the school day they will be confiscated and a same day detention issued. The item will be returned at the end of the detention. This applies to students in all year groups. Repeat offences will lead to longer periods of confiscation and no longer being allowed to bring the items into school. Should students need to make a phone call they may go to the school office or Student Support Suite.

### **Homework**

Students who succeed always complete their homework or coursework on time and to the best of their ability.

Using homework to learn new material and reinforce what has been learnt in school has been proved to lead to higher achievement. It is vital that students develop good homework habits at an early stage so that they are able to learn more independently when they go on to Further and Higher Education.

All students will be issued with a homework

### **Arrive on time**

Students who succeed always arrive to school and each lesson on time.

Arriving late means they miss valuable learning time and disturb others. Students should be registered within 5 minutes of the start of the day (8.35 am) and will be considered late after that time. Students who are late will be issued with a same day detention. This applies to all year groups.

## **Remain on task**

Students who succeed stay on task in lessons. Students learn best when they are concentrating and this will help them to understand things more easily. Being off-task includes talking when the teacher is talking, distracting others and not following instructions. All of these are unacceptable and will prevent students from learning.

### **Action**

Staff must give a warning to students to 'remain on task'

The student is then given the opportunity to re-focus

If a student persists in being off task they will be issued a LEARN detention

## **No answering back**

Students who succeed do not answer back. This means that students show self-discipline and follow instructions the first time they are asked. If students feel unfairly treated they must still follow the instruction. Later, in their own time, they can respectfully ask the adult to discuss his or her decision.

## **LEARN Review**

Students will be placed on a LEARN review by their form tutor if they are struggling to develop good learning habits. This is a supportive intervention and involves staff, students and parents encouraging students to improve their learning habits. They will be monitored daily by their form tutors who will offer advice and support.

## **Routines at Lowton Church of England High School**

In every classroom, in corridors, in the playground and dining rooms staff will explain and display the particular routines that are needed to ensure good learning and safety. For example, in classrooms staff will expect students to follow seating plans and adopt appropriate sound levels.

In the dining room students must follow the instructions for lining up and clear up after eating. Students must make sure that they are aware of and follow these routines. If students are not sure what to do they should ask a member of staff.

Lessons start with a formal entry. Students must stand behind their chairs in silence with their equipment out.

Staff must have annotated seating plans in their Teacher File.

Homework is set in lessons. It must be given orally to students and students must be given the opportunity to write it down. Staff must post homework on Show my Homework within 24 hours of setting the task.

A register must be taken using SIMS at the start of each lesson.

## **Recognition:**

Lowton C of E High School recognises the importance of rewarding good behaviour.

Praise and rewards may be for an individual student, whole class or year group.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognized and positively rewarded.

*Rewards include:*

- Achievement points from staff for:
- Star of the Lesson, Star of the week, Outstanding work, Effort, Homework, Following The Lowton Way, PROUD half termly award, Participation in school events
- Half Termly Achievement certificates for achievement, attendance, behaviour.
- School Flame Badges
- 'Congratulations' postcards home for attendance, improvement, achievement, effort
- Letters to parents.
- Celebration assemblies: to include House Points, attendance awards, subject awards, progress/effort awards, citizenship awards
- Celebration weeks to display work.
- Referrals to Heads of Subjects, Heads of Year and Headteacher.
- Termly and end of year presentations.
- Rewards trips
- Rewards lunches.
- Students who have no LEARNS or excellent or improved attendance are also entered into termly prize draws

## **Detention Policy**

One of the most common sanctions is the after school detention. Schools do have legal backing to detain students without the consent of parents. However, as always, we will continue to work with parents to try to ensure they have prior warning.

Parents will receive a text message informing them of a same day detention.

No exceptions are made, even if a child travels by bus. Parents will need to make alternative travel arrangements on that day.

We will consider personal circumstances whenever possible, but inconvenience or disagreement with this sanction is no excuse for non-attendance at detentions.

If a student fails to attend a LEARN detention he or she will be issued with a one hour detention the following day. Heads of Year will also take some free time from them the following day. Students who persistently refuse to attend school detentions may be placed in our exclusion room or may receive a fixed term exclusion from school. On their return to school they will still be expected to complete the detention.

We understand that this may inconvenience parents, but such sanctions are effective in modifying students' attitude and behaviour, particularly when we have parental support.



### **Senior Teacher Lunchtime detention**

Students who have failed to attend after school detention or demonstrate poor behaviour around the school site will be placed in a Senior Teacher lunchtime detention. This will last for 30 minutes. Students will always be given the opportunity to eat their lunch and take a comfort break.

### **The Reporting System**

Students whose behaviour is causing concern will be placed on report. These report cards are used by the Form Tutors and Heads of Year to monitor and support student progress, attitude and behaviour across the curriculum and around the school.

#### **The report stages are as follows:**

LEARN Review

Green

Orange

Red (This will include an individual behaviour plan)

PSP (Pastoral Support Programme)

Students can be placed on report for a number of reasons:

- Persistent poor behaviour either in or outside of the classroom.
- A one-off serious incident.
- Time spent in The Base.
- Regularly on detention.
- Form Tutor request.

Parents will be contacted if their child is to be placed on report and a meeting in school will be arranged.

A student will be placed on report for a set length of time, usually 4 – 6 weeks (unless behaviour rapidly deteriorates).

Form tutors have ownership of the students on report in their form and check on student progress daily. We also expect parents to sign their child's report daily in order to effectively monitor progress and highlight any improvement or deterioration. Students will be given 3 specific targets aimed at improving their behaviour, as well as enhancing their learning.

### **Monitoring of students on report**

This will be done rigorously by all staff and with the support of parents. Form Tutors should see all reports daily and students will have to report to the designated member of staff throughout the week.

- LEARN Review: Form Tutor
- Green: Form Tutor
- Orange: Form Tutor and Head of House
- Red: Form Tutor and Head of House.
- PSP: Assistant Headteacher responsible for Student Welfare.

## **Respite Placements**

If a student does not respond to the support offered within the red report (IBP) then a Respite Placement may be sought. This is usually a 6 week placement at another school offered as an additional intervention strategy. Students who go on a respite placement will return to Lowton and be placed on PSP if necessary.

## **Pastoral Support Programme (PSP)**

This is set up for a student who is thought to be at risk of permanent exclusion due to either repeated disruption of lessons, serious misbehaviour or an unsuccessful respite placement to another school. A support package will be set up by the Assistant Headteacher in order to help the student to improve their behaviour. PSP's are monitored by the Local Authority via the Targeted Education Support Service (TESS) Team. Whilst on a PSP, students will have specific targets, rewards and sanctions. The report is reviewed at 8 and 16 weeks to inform future support offered.

## **Supported Transfers**

As part of a Pastoral Support Programme a student may be given the opportunity to move to another school on a permanent basis. Any student who moves school as part of the Supported Transfer System will do so with all necessary support. Support Transfers are agreed by the Headteacher of each school.

## **Internal isolation/The Base**

The Base is used to isolate students in school for serious misbehaviour. Students may only be referred by senior members of staff and Heads of Year who will determine the length of time to be spent there.

Referrals may be made for the following reasons:

- Removal from a lesson.
- Persistent truanting.
- Swearing at a member of staff.
- Persistent poor behaviour in and out of lessons.
- Bullying/racist incidents
- Fighting
- Smoking
- Persistent defiance

Students who are placed in The Base following removal from a lesson will also be issued a 1 hour detention for the same night.

Students may also be placed in isolation with either their Form tutor or Head of House, if there has been a serious incident or persistent disruption. Heads of Year and Student Support Managers will monitor the number of times a student is placed in either isolation or the Base and take appropriate action.

## **The Base**

The Base is also our alternative provision for students whose behaviour could warrant a fixed term exclusion. Students study under supervised conditions and follow a different school day

(12 noon – 4pm). The Base is also used, when necessary, as our 6<sup>th</sup> day provision for students who have received a lengthy fixed term exclusion.

## **Exclusion Policy**

The decision to exclude a student is not taken lightly. There will, however, be occasions when it is necessary to exclude a student from school.

- a) In response to serious breaches of the school's behaviour policy;
- b) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

### **There are two types of exclusions:**

#### **a) Fixed Term Exclusions**

Fixed term exclusions are where students are sent home for a fixed period of time. The period of exclusion will vary according to the nature of the incident and will consider whether it is a first offence or whether it is a repeat offence.

#### **We may issue fixed term exclusions for the following reasons:**

- Repeated incidents of swearing at a member of staff.
- Physical violence towards an adult.
- Threatening behaviour towards an adult.
- Physical violence towards a student.
- Threatening behaviour towards a student.
- Persistent smoking on school site or in school uniform.
- Racist/Homophobic incidents.
- Bullying.
- Persistent disruptive and defiant behaviour.
- Failure to behave in the Base.
- Posting or commenting on images of staff on Social Media

Parents are expected to attend a readmission interview with their child following a fixed term exclusion.

Parents have a duty to ensure that their child is not present in a public place, in school hours, during an exclusion. They may receive a penalty notice from the Local Authority if this happens.

## **b) Permanent Exclusions**

A decision to exclude a student permanently is always a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

It is an acknowledgement by the school that we have exhausted all available strategies for dealing with the student and is normally used as a last resort.

There are, however, exceptional circumstances where, in the Head teacher's judgment, it is appropriate to permanently exclude a student sometimes for a 'one-off' offence.

Reasons for a permanent exclusion include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possession/Supplying/Selling an illegal drug
- Making false allegations against a member of staff.
- Carrying an offensive weapon.
- Persistent and defiant misbehaviour.
- Failure to respond to a PSP.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of our school community.

## **Guidance on drug related incidents**

It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises.

Students should not bring any drug, legal or illegal, to school. Any student who is found to have brought to school any type of illegal substances will be punished by a fixed or permanent exclusion.

The school will take seriously the misuse of any substances such as glue, other solvents, alcohol or drugs. Parents or guardians of any student involved will always be notified.

Any student who deliberately brings substances into school for the purposes of misuse will be punished by a fixed or permanent exclusion and the police and social services may be informed.

If any student is found to be suffering from the effects of alcohol or other substances, arrangements will be made for him/her to be taken home.

If a student is found to have deliberately brought illegal substances into school, and is found to be distributing these to other students for money, the student will be permanently excluded from the school. The police and social services will also be informed. Referrals to Restorative Solutions and/or YPDAS Young Persons Drug and Alcohol Service may also be submitted following such incidents.

If a student needs medication during the school day parents or guardians should notify the school and ask permission for the medication to be brought. This should be taken directly to Student Support for safekeeping. Any medication needed by a child whilst in school must be taken under the supervision of a member of staff.

## **Searching Students and the Confiscation of Inappropriate Items**

The Headteacher can authorise a search of students or their possessions (including bags) without their consent if there are reasonable grounds for doing so. Reasonable force may be used to execute the search.

The power to search applies to searching for weapons, alcohol, controlled drugs and stolen property.

Lowton C of E High School does not allow the items outlined below on site:

- Weapons/knives
- Alcohol
- Drugs (illegal and/or legal) and any other illegal substances.
- Stolen property
- Tobacco and cigarette papers lighters/matches/E-Cigs/E-Cig fluids, refills and paraphernalia
- Fireworks
- Pornographic images
- Any article that is likely to be used to commit offence, cause injury or damage to property
- Any item banned by the school rules

We reserve the right to confiscate mobile phones or other telecommunications devices should they be hindering Teaching and Learning or should there be suspicion that they contain information that is illegal or inappropriate e.g. explicit images/videos/information

## **Investigating allegations made against members of staff**

Where any student or parent makes an allegation against any member of staff at Lowton C of E High School, this allegation will be swiftly and thoroughly investigated by a member of the Senior Leadership Team.

Should this allegation be made about the Headteacher, the investigation will involve the Chair of Governors.

Lowton C of E High School will not tolerate malicious allegations made against staff. Should a student make malicious allegations against a member of the school, that once investigated, are found to be unfounded, then the full range of sanctions available to school could be employed including restorative approaches, isolation and even permanent exclusion where appropriate.

Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance, parents/members of the public would be in breach of the reporting restrictions and as a result there would be a range of legal consequences.

In any case, an appropriate and thorough investigation will be conducted. The outcomes of the investigation will be presented to the Headteacher for ultimate decisions and conclusions to be drawn. Parents will be informed and where necessary.

We will consult with appropriate partner agencies, including WSCB and the Wigan LADO for appropriate advice and support.

### **The Use of Force to Control or Restrain Students**

All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

However, because the use of force should only be a last resort, Lowton C of E High School seeks to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind.

Rarely will staff have to intervene physically, but parents need to be aware that the law does allow adults, authorised by the Headteacher, to use such 'force' or 'physical restraint' when necessary.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight.
- Restrain students at risk of harming themselves through physical outbursts.

We will always contact parents about serious incidents involving the use of force. We will report facts about the student's behaviour, the level of risk presented at the time, the degree of force used and the effect on both the member of staff and student.

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. It is essential that each significant incident in which a member of staff uses force on a student is reported to the Head Teacher and is communicated to the student's parents as soon as practicable after the incident.

Under no circumstances will physical force or intervention be used as a form of punishment.

### **Staff Guidelines for using restraint.**

- Whenever possible, staff will try to avoid using physical force.
- They will try talking to the student in a calm manner, making clear to the student that if he/she does not stop what they are doing then force will be used.
- Staff will make clear that using force is not a punishment and that the use of force will stop as soon as the situation has been resolved.
- Staff will always weigh up the risks arising from the behaviour against the risk that force may cause distress or injury to the student, staff member or other students.
- Staff will only use force when necessary to resolve an incident: this will be the minimum force required, lasting the shortest practicable time – the purpose being to restrain and reduce risk.
- Staff will not try to physically prevent a student from leaving a room if the student is not at risk. Students who leave a room without permission will receive an appropriate sanction.

### **Use and Forms of Reasonable Force**

Physical intervention in these circumstances may take several forms eg;

- physically intervening between two students
- blocking a student's path
- holding
- leading a student by the arm or hand
- shepherding a student away by placing a hand in the centre of the back.

### **Student Support, Care and Guidance**

Lowton Church of England High School recognises that student behaviour can be affected by a variety of different circumstances and events. We work closely with numerous agencies to ensure that students receive the necessary support at the appropriate times. As appropriate, plans can be put into place which highlight targets, strategies and resources to help to achieve a successful way forward.

### **Transition**

We endeavour to provide a successful and smooth transition to secondary school for all of our students. We liaise with our feeder schools to gather information regarding additional behaviour needs and provision that students are offered, prior to starting.

Staff will regularly liaise with parents/carers and primary colleagues in the run up to transition. They will attend meetings and participate in plans/make joint decisions to ensure effective behaviour provision is maintained.

Appropriate provisions will then be made and necessary information will then be disseminated to the relevant staff.

Students are placed into Houses and each student has a form tutor and Head of House who will move with them throughout school.

We also have two Student Support Managers who are readily available and skilled to deal with all pastoral and behavioural needs. They also offer support and guidance to parents.

## **Wigan Startwell Team**

Startwell workers work closely with schools and families to resolve attendance and other issues, arranging school and home visits as necessary. They support children and families when students are experiencing difficulties in school or welfare issues are disrupting a child's education.

## **TESS Team**

The TESS Team work in partnership with the whole school community to ensure support matches the needs of the school. Their primary aim is to develop the best possible standards of behaviour and promote successful learning outcomes for young people. The work that is undertaken within the school varies in accordance with the requirements and requests of the school. This work can include anger management, raising self-esteem and conflict resolution. The TESS Team can offer training to both staff and students within the behavioural field. Lesson observations can be undertaken to offer advice and strategies for developing a positive learning environment.

## **Educational Psychology Service**

The Educational Psychology Service apply psychology in the development and support of an educational environment in which all children are included and valued and in which they have every opportunity to become fulfilled adults.

## **Wigan Family Welfare**

Wigan Family Welfare provides students with an opportunity to talk to a counsellor in confidence, in a warm, supportive and safe environment. Students may wish to talk about stress, anxiety, bereavement, depression relationship problems etc.

## **CAMHS (Child and Adolescent Mental Health Service)**

CAMHS provide help for young people aged up to 16, and can help with lots of problems or worries such as if students are feeling depressed, not enjoying food, feeling panicked or scared, having trouble concentrating, or having problems with family life. An initial assessment identifies issues and support sessions may then be arranged.

## **School Nursing Service**

Our school nurse provides a weekly drop in service for all our students. She can advise, listen and where necessary, direct students and parents to more specialist help and support.