

Bishop Vaughan Catholic School

Health and Wellbeing Policy

Health and Wellbeing Policy



At Bishop Vaughan Catholic School we are committed to embedding the principles of the United Nations Convention of the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention:

Article 1: Every child under the age of 18 has all the rights in the convention

Article 2: All children have these rights

Article 3: Decisions are made in the best interests of the child

Article 12: Respect the views of the child

Article 19: Every child has the rights to be protected from being hurt or badly treated

Article 28 – The right to an education and discipline that respects the child's dignity and their expression

Article 34 – Every child has the right not to be touched in ways that make them feel uncomfortable, unsafe or sad

Article 42 – Every child has the right to know their rights

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Health and Well-being link Governor: Dr. Eno Usoroh

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## School Vision



## Mission Statement

**“I have come that you may have life and have it to the full.”**  
John 10v10

At Bishop Vaughan Catholic School, every aspect of what we think and do should be based on the Gospel values of peace, justice, truth and love.

Each individual is valued as a unique and gifted creation of God. As the only Catholic secondary school in this area, we take pride in striving for quality, excellence and achievement in all we do.

Bishop Vaughan is a Christian community in the Catholic tradition. Our mission is to provide an outstanding, whole-person education through which all are challenged to grow in wisdom, understanding, self-worth and closeness to God.

## **School Ethos**

At Bishop Vaughan we aim to be a happy, exciting and purposeful place where all can learn, grow and achieve their full potential with enthusiasm and enjoyment. We strive to ensure that the school is a place where pupils, young people and staff are aware of their rights and are able to ensure that everyone has the opportunity to access those rights.

We endeavour to establish and maintain a school ethos and environment that prioritises the holistic wellbeing of all stakeholders alongside the learning of every person, the promotion of our shared values and the celebration of every person's achievements. We want our relationships to be based upon mutual respect so that adults and pupils can work together cooperatively in safety and enjoyment.

We are a school that cares deeply about the pupils entrusted to us, and we consider it vital that our pupils can develop in an atmosphere that promotes honesty, trust and increasing responsibility through God.

## **The Importance of Emotional and Mental Wellbeing**

At Bishop Vaughan, we aim to promote positive emotional and mental wellbeing for our whole school community (pupils, staff, parents and carers), and recognise how important emotional and mental wellbeing is to our lives, as is the case for physical health. We recognise that pupil and staff emotional and mental wellbeing is a crucial factor in their overall wellbeing and that this can affect their teaching, learning and achievement. All pupils and staff go through 'ups and downs' during their time at school and some face significant life events.

## **Pupils**

School can be a place for pupils and young people to experience a nurturing and supportive environment – one that has the potential to develop self-esteem and give positive experiences that will support young people in overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and it will offer positive role models and relationships, these being critical in promoting pupils' wellbeing and in engendering a sense of belonging and community.

Our role in school is to ensure that pupils are able to manage times of change and stress, and also to ensure that they are supported to reach their potential or access help when they need it. In addition, we have a responsibility to ensure that pupils have the opportunity to learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- all pupils are valued
- pupils have a sense of belonging and feel safe

- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued
- bullying is not tolerated

In addition to pupils' wellbeing, we recognise the importance of promoting staff mental health and wellbeing

## **Staff**

The most valuable asset that our school has is its staff; the most valuable asset that they have is their health and wellbeing.

We spend more daylight hours in school than at home, so it is important that we have ownership of many of the decisions that affect us in our working lives. We can do this, even in areas where we have no choices about what we do (e.g. reports, or deadlines for assessments), by taking responsibility for these actions and approaching the tasks in our own way.

All aspects of our work should be healthy, safe and supportive and governors have a responsibility to ensure our practices contribute to staff wellbeing. This includes monitoring staff absence and regularly requesting feedback from staff governors about wellbeing. Governors truly recognise the importance of the wellbeing of staff in our school.

We advocate a holistic, proactive approach to maintaining and supporting emotional and mental wellbeing at work, with everyone working together: staff, the leadership team, governors, the Local Authority, the occupational health service and health and safety professionals, to:

- tackle the causes of workplace injury and ill health, including stress and anxiety
- address the impact of health on employees' capacity to work, providing support for those with disabilities and health conditions and rehabilitation
- promote healthier lifestyles and wellbeing to help improve the general health of the workforce

Where requested, confidentiality can be important in establishing trusting relationships providing the safety of the person or others is not compromised. However, where possible, staff are encouraged to share their emotional / mental and/or physical needs in an open way with colleagues, to maximise the number of support networks available. This practice also helps to de-stigmatise issues related to health conditions in the workplace.

## **Links to Other Policies**

This policy links to our policies on Child Protection/ Safeguarding, ALN, Anti-Bullying, Discipline for Learning and Equalities. Links with the Discipline for Learning Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet emotional or mental health need.

## **Whole School Approach to Emotional and Mental Wellbeing**

We take a whole school approach to promoting positive mental health that aims to help pupils and staff to become more resilient, happy and successful and to prevent problems before they arise.

This encompasses the following aspects:

- Creating an ethos, policies and behaviours that support emotional and mental wellbeing and resilience, and which everyone understands
- Helping pupils to develop social relationships, support each other and seek help when they need it
- Helping pupils to be resilient learners
- Teaching pupils social and emotional skills and developing their awareness of emotional and mental wellbeing
- Early identification of pupils who have emotional and mental wellbeing needs and planning support to meet their needs, including working with specialist services
- Effectively working with parents, guardians and carers
- Supporting and training staff to develop their skills and their own resilience
- Reflecting on staff workload for a positive work / life balance
- Promoting and encourage staff to live a healthy lifestyle
- Promoting openness about emotional and mental wellbeing

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues

### **Role of Governors**

The Governing Body of our school has a critical role to play in developing our strategic aims and setting the school budget. Our governors ensure that the emotional and mental wellbeing of our pupils and staff is at the heart of our school culture. Governors understand that when we look after the wellbeing of our pupils, they want to attend school and their attainment and attendance improves. When we support staff wellbeing and invest in professional learning, staff want to attend work and staff absence and turnover decreases.

Our Governing Body enables and supports our Senior Leadership Team (SLT) to develop long-term development plans to promote and improve the emotional and mental wellbeing of pupils and staff.

We have a link governor for wellbeing and their role is to:

- act as a point of contact
- ensure the wellbeing of pupils and staff is central to the agenda at every meeting
- provide support for staff who lead on wellbeing
- ensure policies, training and provision are fit for purpose

## **Staff Roles and Responsibilities**

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some pupils and staff will require additional help and all staff should have the skills to look out for any early warning signs of emotional and mental wellbeing issues and ensure that those who need help get early intervention and the support they need.

All staff understand about possible risk factors that might make some pupils and staff more likely to experience problems, such as physical long-term illness, family difficulties, death and loss, including loss of friendships, family breakdown and bullying.

Our Lead for Wellbeing:

- leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing
- leads on curriculum development for teaching about emotional and mental wellbeing
- provides advice and support to staff and organises training and updates
- is the first point of contact with mental health services, and makes individual referrals to them

We recognise that many behaviours and emotional challenges can be supported within the school environment, or with advice from external professionals. Some pupils and staff will need support that is more intensive at times, and there are a range of mental health professionals and organisations that provide support to pupils / staff with mental health needs and their families.

## **Supporting Pupils' Emotional and Mental Wellbeing**

We believe that the school has a key role in promoting pupils' positive mental health and helping to prevent mental health problems.

Our school has developed a range of strategies and approaches to support pupils emotional and mental wellbeing.

These support strategies are categorised into three sections:

- Universal support – strategies that all pupils can expect to access without needing additional resources
- Targeted support – strategies in place for pupils with additional needs over and above what is available through universal support
- Specialist support – specialist services are those which pupils may require following an individual assessment or referral

## **Identifying, Referring and Supporting Pupils with Emotional and Mental Wellbeing Needs**

Our approach:

- provide a safe environment to enable pupils to express themselves and be listened to
- ensure that the welfare and safety of pupils are paramount
- identify appropriate support for pupils based on their needs
- involve parents, guardians or carers when their child needs support
- involve pupils in the care and support they have
- monitor, review and evaluate the support with pupils and keep parents, guardians or carers updated

### **Early Identification**

Our identification system involves a range of processes. We aim to identify pupils with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- wellbeing questionnaires
- analysing attendance, behaviour, consequences and exclusions
- staff report concerns about individual pupils to the relevant lead persons
- Pupil Progress Review meetings
- regular meetings for pastoral staff to raise concerns
- information shared by primary schools during transition
- VAP data
- parental meetings
- enabling pupils to raise concerns to any member of staff
- enabling parents, guardians or carers to raise concerns to any member of staff
- named emotionally-available adults for those pupils who need it

Any member of staff concerned about a pupil will take this seriously and talk to the Health and Wellbeing Lead, Head of Year or the ALNCo.

These signs might include:

- isolation from friends and family and becoming socially withdrawn
- changes in activity or mood or eating/sleeping habits
- falling academic achievement
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- secretive behaviour
- an increase in lateness or absenteeism
- not wanting to do PE or get changed for PE
- wearing long sleeves in hot weather
- drug or alcohol misuse
- physical signs of harm that are repeated or appear non-accidental

- repeated physical pain or nausea with no evident cause

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour that could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed.

If there is a medical emergency then the school's procedures for medical emergencies are followed.

### **Disclosures by pupils and confidentiality**

We recognise how important it is that staff are calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of our pupils is paramount and staff listen rather than advise.

Staff make it clear to pupils that the concern will be shared with the Health and Wellbeing Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, as well as a summary of the disclosure and next steps.

### **Assessment, Interventions and Support**

All concerns are reported to the Health and Wellbeing Lead or ALNCo and recorded. We then implement our assessment system, which is based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service.

Our aim is to put in place interventions as early as possible to prevent problems escalating.

### **Evidence-Based Intervention and Support**

The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils. For example, Educational Psychologist assessment, 1:1 counselling, consultation with school staff and other agencies.

If the school, professionals and/or parents/ carers conclude that a statutory education health and care assessment is required, we refer to the [ALN Statutory Code](#). All pupils needing targeted individualised support will have an [One Page Profile \(with targets\) and IDP](#) drawn up setting out:

- The needs of the pupils
- How the pupil will be supported
- Actions to provide that support
- Any special requirements

Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through observation, SMART targets.

The IDP is overseen by the Health and Wellbeing Lead or ALNCo.

### **Working with Specialists**

In some instances, a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the pupil's Individual Education / Care Plan.

School referrals to a specialist service will be made by the Health and Wellbeing Lead or the ALNCo following the assessment process and in consultation with the pupil and his/her parent/ carer.

Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

### **Main Specialist Service Referral process**

- Child and Adolescent Mental Health Service (CAMHS) accessed through school, GP or self-referral
- Educational Psychologist accessed through the Health and Wellbeing Lead or ALNCo
- Early Help Hub accessed through the Health and Wellbeing Lead or ALNCo

Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having an Additional Learning Need (ALN).

### **Involving Pupils**

Every year we work with the School Council, led by the senior prefects for health and wellbeing who lead on whole school campaigns related to health and wellbeing.

We seek pupils' views about our approach, curriculum and in promoting whole school mental health activities.

We always seek the views of pupils when developing their support package and seek feedback during and after the support has been provided. This is to ensure that pupils receive the right support at the right time and to help improve the services that they received for the benefit of others.

### **Involving Parents, Guardians and Carers**

We recognise the important role parents, guardians and carers have in promoting and supporting the emotional and mental wellbeing of their children, and in particular supporting those who do have emotional or mental wellbeing needs.

We share information, which includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.

When a concern has been raised, the school will:

- contact parents, guardians or carers and meet with them (in almost all cases, parents, guardians or carers will be involved in their child's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified)
- offer information to take away and places to seek further information
- be available for follow up calls
- make a record of the meeting
- agree an Emotional and Mental Wellbeing Plan / Individual Care Plan including clear next steps
- Discuss how the parents, guardians and carers can support their child
- keep parents, guardians or carers up to date and fully informed of decisions about the support and interventions provided

Parents, guardians or carers will always be informed if their child is at risk of danger and pupils may choose to tell their parents, guardians or carers themselves.

We make every effort to support parents, guardians or carers to access services where appropriate. Our primary concern is the pupils, and in the rare event that parents, guardians or carers are not accessing services we will seek advice from the Local Authority.

We also provide information for parents, guardians or carers to access support for their own mental health needs – **Appendix 3 –Family Support**

### **Supporting Staff Emotional and Mental Wellbeing**

We believe the school has a key role in promoting and supporting positive emotional and mental wellbeing for all staff.

These support strategies are categorised into three sections:

- Universal support – strategies that all staff can expect to access without needing additional resources
- Targeted support – strategies in place for staff with additional needs over and above what is available through universal support
- Specialist support – specialist services are those which staff may require following an individual assessment or referral

See **Appendix 4**

## **Promoting Staff Wellbeing**

Research indicates that taking the following steps can be important in the promotion and maintenance of mental wellbeing.

At our school we promote these strategies to maintain positive emotional and mental wellbeing:

- knowing personal limits and having the ability to say 'no' when necessary
- identifying supportive people that you have in your life, both in and out of school
- talking
- being flexible around change
- self-compassion
- being responsible for your own self-care

## **Identifying, Referring and Supporting Staff with Emotional and Mental Wellbeing Needs**

Our approach:

- provide a safe environment to enable staff to express themselves and be listened to
- ensure the welfare and safety of staff are held paramount
- monitor staff sickness and reasons for sickness
- identify appropriate support for staff based on their needs
- involve external services if needed, with the permission of the staff member
- involve staff in the care and support they have
- monitor, review and evaluate the support with staff member

Supporting and promoting the emotional and mental wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as:

- celebrating special occasions
- staff clubs/ events
- social committee (responsible for organising team-building events both physical and non physical)

Additional information is provided in **Appendix 1**.

## **Staff Training**

We want all staff to be confident in their knowledge of emotional and mental wellbeing and to be able to promote positivity throughout the school. We also want all staff to be able to identify emotional and mental wellbeing needs early in pupils and know what to do and where to get help.

Our staff who undertake specific roles in relation to emotional and mental wellbeing have access to professional support and supervision appropriate to their roles.

As a school, we understand how important training is for staff and carry out a Training Needs Analysis for staff, which is monitored and reviewed annually and linked to our School Development Plan.

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### **Monitoring and Evaluating**

Copies of this policy are available on our website, in policy folders on the school network and can be made available on request.

All mental health professionals are given a copy before they begin working with the school as well as external agencies involved in our emotional and mental wellbeing work.

The policy is monitored at an annual review meeting led by the Health and Wellbeing Lead and it involves staff with a responsibility for emotional and mental wellbeing, including specialist services supporting the school and governors

Date: June 2023

Date: September 2024

Date: September 2025

**Next Policy Review Date: September 2026**

## Appendix 1 – Stages of Pupil Support

The diagram below outlines universal, targeted and specialist support services

### Stage 1: Universal Support

- meet and greet at the start of the school day / lessons
- campaigns and assemblies to raise awareness of emotional and mental wellbeing.
- peer mediation and peer mentoring – pupils working together to solve problems and planned sessions where identified adults mentor a designated child
- tailored Transition Programme for primary to secondary school transition
- praise boxes – a mechanism via which pupils can be praised for certain duties, tasks or things they have done and via which also they can have them celebrated in class
- Wellbeing Week – a whole school focus on doing things which make us feel good and which develop our health and wellbeing effectively
- displays and information around the school about positive mental health and where to go for help and support
- CPD for staff e.g. ACES, Trauma Informed Schools, Resilience,
- staff modelling positive relationships and help-seeking behaviours
- staff have the opportunity for bonding activities to get to know pupils effectively, with activities such as ‘I wish my teacher knew...’
- H&WB AoLE / PSE Curriculum
- School Counselling Service
- restorative approaches
- reflective and meditative practices such as the Examen, a faith-based meditative approach with similarities to secular ‘mindfulness’ approaches

### **Stage 2: Targeted Support**

- targeted transition programmes for pupils identified as having emotional and/ or mental health concerns
- emotional and mental wellbeing interventions e.g. Thrive
- small group activities
- Nurture
- modified timetable
- safe spaces
- opportunities to develop a relationship with a trusted, emotionally-available adult
- peer support
- check-ins
- CPD for staff e.g. Attachment, Emotionally-Based School Avoidance
- School Health Nursing Service
- In-School Counselling service e.g. Exchange/ Platform/ Early Help Hub
- CAMHS School link

### **Stage 3: Specialist Support**

- LA support e.g. Educational Psychology Services, ALN and Inclusion Officers
- Youth Support Services e.g. Early Help Hub, Faith in Families
- Youth Offending Services
- Young Carers
- C&YP substances misuse services e.g. Barod
- CAMHS

## Appendix 2 – Family Support

### Mental Health and Wellbeing Signposting for Families and Pupils

#### \*Disclaimer

The views and opinions included within these external organisations do not necessarily mirror the views or opinions of the school. It is not the responsibility of the school to advise, monitor or be liable for the content of these external organisations. Use of any information obtained from such organisations is voluntary, and reliance on it should only be undertaken after an independent review of its accuracy, completeness and suitability for the intended audience.

#### Signposting for Families

<a href="#">5 Steps to Mental Wellbeing</a>	5 steps to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life
<a href="#">HOME   CAMHS Resources (camhs-resources.co.uk)</a>	For young people, carers and professionals. lots of helpful resources from across the internet that are available to help support your mental health and wellbeing
<a href="#">Parenting and Family Support - Family Lives (Parentline Plus)</a>	Parenting and family support. This website has very practical guidance in a wealth of areas from school routines to self-harm
<a href="#">Wellbeing advice for parents to support their child - BBC Parents' Toolkit - BBC Bitesize</a>	Health and wellbeing advice for parents to support their child - from food and sleep, to anxiety and the online world
<a href="#">Parent Info   From NCA-CEOP and The Parent Zone</a>	Providing expert advice regarding internet and digital activity, gaming and online safety
<a href="#">Home - Awtistiaeth Cymru   Autism Wales   National Autism Team</a>	Improving the lives of autistic people living in Wales
<a href="#">Get support - Cruse Bereavement Support</a>	National charity which offers support, advice and information to children, young people and adults when someone dies
<a href="#">mind</a>	Mental Health information and support for adults, children and teenagers. Find local services.
<a href="#">The Sleep Charity</a>	Education support and advice on good sleep routines for children, teenagers and adults.
<a href="#">ACTivate Your Life - Public Health Wales (nhs.wales)</a>	Public Health Wales free online course for anyone over the of 16 designed to help improve mental health and wellbeing.

## Signposting for Pupils

<a href="#">Meic</a>	Meic is the helpline service for children and young people up to the age of 25 in Wales. From finding out what's going on in your local area to help dealing with a tricky situation, Meic will listen even when no-one else will
<a href="#">Childline   Childline</a>	Advice, helpline, resources and support for children
<a href="#">Winston's Wish - giving hope to grieving children (winstonswish.org)</a>	Provides support to children and young people after bereavement of a parent or sibling
<a href="#">YoungMinds   Mental Health Charity For Children And Young People   YoungMinds</a>	A charity supporting children, parents and those working with children and young people

## Signposting for Secondary Aged Pupils

<a href="#">Home - Kooth</a>	Free, safe and anonymous mental health support for young people
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## Local Support

<a href="#">Dewis Wales</a>	Find local and national organisations and services that can provide information or advice about your well-being; or want to know how you can help somebody else. Including information about people and services in your local area
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## Appendix 3 – Stages of Staff Support

The diagram below outlines universal, targeted and specialist support services

### Stage 1: Universal Support

- staff wellbeing policy
- staff prayer, reflection and spiritual support
- dedicated staff rooms
- drop-in sessions for any concerns
- staff wellbeing team established and supported to offer regular events
- staff education on child and family mental health
- culture within the school community of no blame and stigma for mental health needs
- feedback via staff surveys on ideas for improvement of school practices
- modelling of good working practices - we all talk to each other and are very good at being 'aware' of each other
- ensuring that if someone notices someone isn't 'quite right' but they don't feel they can approach them, that they'll flag it to a parallel teacher or colleague who is closer to the individual concerned
- Golden PPA
- SLT having an awareness of when colleagues may have pressure points in the year or feel 'snowed under' (testing, data, reports etc.) and having due regard for this in developing the school calendar, enabling dedicated time out of class, etc.
- staff offered time and/or financial support towards professional development
- celebrating the fact that the staffing body is composed of diverse characters and personalities, but with shared values, dedication and commitment
- staff ideas for change are listened to
- staff can communicate concerns in person or via email
- working together on the school improvement plan, the formation and evaluation of which staff contribute to
- regular briefings and communication accessible to all staff
- designated Health and Wellbeing Lead in the school
- looking at ways to reduce workload for staff
- providing reflective spaces within the school for staff
- CPD on mental health for all staff
- displays and information about positive mental health and where to go for help and support

### **Stage 2: Targeted Support**

- supervision (a regular reflective conversation to support staff wellbeing, not part of performance management)
- training around mental health
- regular wellbeing check-in for all staff using a personal or peer support model
- wellbeing events for staff
- staff supported to debrief incidents of violent or aggressive behaviour from pupils with social, emotional and mental health needs.
- peer support / buddying
- Local Authority counselling services

### **Stage 3: Specialist Support**

- Employee Assistance Programmes
- Crisis support
- Referrals to occupational health